



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Individual and Interpersonal Behavior							
GRADE BAND		PreK-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	December 19, 2022							

COURSE OVERVIEW
<p>This semester course stresses the study of individuals as they react to the pressures of everyday life and their interactions with others. Emphasis is placed upon such topics as learning theory, personality development, relationships, stress, and emotional illness. Students examine these and other similar topics by using various readings and videos, research, discussion and debate. This course is available as an elective for students in grades 11-12.</p>

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

UNIT OF STUDY	Unit 1: The Workings of the Mind and Body
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Why is comprehension of the workings of the mind and body crucial to understanding human behavior? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> Human behavior and decision making is driven by processes and chemicals in the brain and the skeletal muscular system that allow the brain and body to work as one. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> Understand that the basic systems of the brain and body function similarly yet differently in each human. Compare and contrast the effects of heredity versus environment on human behavior. Create written and oral presentations on altered states of consciousness. Discuss the role of motivation and emotion on human behavior. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> Entrance/exit ticket KWL chart
Formative	<ul style="list-style-type: none"> Quiz(zes) Discussion Small group activity Self and peer assessment
Summative	<ul style="list-style-type: none"> Choice Based Assessment
Benchmark	<ul style="list-style-type: none"> Choice Based Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Individual and Interpersonal Behavior

- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
- 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- 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.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Counselor, Psychologist, Sociologist, Biologist, Neurologist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander: Unit 1 focuses on the idea that regardless of race, gender, gender expression, sexual orientation, or developmental ability human systems function similarly yet differently in all people. • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>
<ul style="list-style-type: none"> • Recognize the impact of one’s feelings and thoughts on one’s own behavior
<i>Self-Management</i>
<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Team, The Healthline Editorial. "The Human Body." *Healthline*, Healthline Media, 2 Dec. 2020, <https://www.healthline.com/human-body-maps>.
- "Brainfacts." *BrainFacts.org*, <https://www.brainfacts.org/>.
- "Inside the Teenage Brain | Frontline." *PBS*, Public Broadcasting Service, 31 Jan. 2002, <https://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>.
- "Lessons." *Learning for Justice*, 8 Oct. 2020, <https://www.learningforjustice.org/classroom-resources/lessons>.
- "Understanding The Amazing Brain." *YouTube*, uploaded by Jessica Pritzker, 3 March 2014. <https://www.youtube.com/watch?v=D7Vqy1-u0K8&t=22s>.
- "The Chemical Mind: Crash Course Psychology #3." *YouTube*, uploaded by CrashCourse, 17 February 2014. <https://www.youtu.be/W4N-7AlzK7s>.
- "Meet Your Master - Getting to Know Your Brain: Crash Course Psychology #4." *Youtube*, uploaded by CrashCourse, 24 February 2014. <https://www.youtube.com/watch?v=vHrmiy4W9C0&t=7s>.
- "Sensation and Perception: Crash Course Psychology #5" *YouTube*, uploaded by CrashCourse, 3 March 2014. <https://www.youtube.com/watch?v=unWnZvXJH2o>.
- "Homunculus: Crash Course Psychology #6." *YouTube*, uploaded by CrashCourse, 10 March 2014. <https://www.youtube.com/watch?v=fxZWtc0mYpQ>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- “Perceiving is Believing: Crash Course Psychology #7.” *YouTube*, uploaded by CrashCourse, 17 March 2014. https://www.youtube.com/watch?v=n46umYA_4dM.
- “Consciousness: Crash Course Psychology #8.” *YouTube*, uploaded by CrashCourse, 24 March 2014. <https://www.youtube.com/watch?v=jReX7qKU2yc>.
- “To Sleep, Perchance to Dream: Crash Course Psychology #9.” *YouTube*, uploaded by CrashCourse, 31 March 2014. <https://www.youtube.com/watch?v=rMHus-0wFSo>.
- “Altered States: Crash Course Psychology #10.” *YouTube*, uploaded by CrashCourse, 7 April 2014. <https://www.youtube.com/watch?v=9PW1fwKjo-Y>.
- “The Power of Motivation: Crash Course Psychology #17.” *YouTube*, uploaded by CrashCourse, 2 June 2014. <https://www.youtube.com/watch?v=9hdSLiHaJz8>.
- “Feeling All the Feels: Crash Course Psychology #25.” *Youtube*, uploaded by CrashCourse, 8 August 2014. <https://www.youtube.com/watch?v=gAMbkJk6gnE>.
- “Emotions, Stress, and Health: Crash Course Psychology #26.” *Youtube*, uploaded by CrashCourse, 11 August 2014. <https://www.youtube.com/watch?v=4KbSRXP0wik>.
- “Sensory Deprivation.” *Encyclopedia.com*, Encyclopedia.com, 10 Aug. 2022, <https://www.encyclopedia.com/medicine/psychology/psychology-and-psychiatry/sensory-deprivation>.
- “Biofeedback.” *Mayo Clinic*, Mayo Foundation for Medical Education and Research, 18 Mar. 2021, <https://www.mayoclinic.org/tests-procedures/biofeedback/about/pac-20384664>.
- Margol, Bill and Kolber, Jerry, creators. *Brain Games*. Magical Elves Productions and National Geographic, 2017.
- Myers, David G. *Psychology in Everyday Life Fourth Edition*. Worth Publishers, 2017.
- Ciccarelli, Sandra K. and White, J. Noland. *Psychology*. Prentice Hall, 2012.
- Elmhurst, William J. and Minter, Katherine P. *Psychology*. Prentice Hall, 2012.
- Rathus, Spencer A. *Psychology*. Holt McDougal, 2018.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- “Mind/Body Connection.” *YouTube*, uploaded by Dr. Deb Kern, 21 July 2008. <https://www.youtube.com/watch?v=GuMMqIKiHbE>.
- “Understanding Your Emotions (for Teens) - Nemours Kidshealth.” Edited by KidsHealth Behavioral Health Experts, *KidsHealth*, The Nemours Foundation, <https://kidshealth.org/en/teens/understand-emotions.html>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- Bradberry, Travis. "How Complaining Rewires Your Brain for Negativity." *Entrepreneur*, Entrepreneur, 9 Sept. 2016, <https://www.entrepreneur.com/article/281734/>.
- *InfoAboutKids*, 9 Jan. 2021, <https://infoaboutkids.org/>.
- "By the Society of Clinical Child & Adolescent Psychology." *Effective Child Therapy*, <https://effectivechildtherapy.org/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

UNIT OF STUDY	Learning and Cognitive Processes
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How is human behavior affected by learning and cognitive processes? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • The learning and cognitive processes ensure that the individual can process, interpret and act upon new information. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Analyze the multiple perspectives of thought about how humans learn and how learning changes human behavior. • Identify the various parts of the cognitive processing and understand that this is a complex system. • Compare and contrast the difference between ability and achievement and various perspectives on intelligence. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Entrance/exit ticket • KWL chart
Formative	<ul style="list-style-type: none"> • Quiz • Discussion • Small group activity • Self and peer assessment
Summative	<ul style="list-style-type: none"> • Choice Based Assessment
Benchmark	<ul style="list-style-type: none"> • Choice Based Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> • 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. • 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. • 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

INTERDISCIPLINARY CONNECTIONS
Must include the standard # & verbiage

Comprehensive Health & Physical Education

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

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Sociologist, Psychologist, Counselor, Therapist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander: Unit 2 focuses on the idea that regardless of race, gender expression, sexual orientation or developmental ability level learning, memory, cognition, and intelligence function similarly yet differently in all people.
- Neurotypical, neurodivergent, developmentally delayed, gifted. (Inclusive Curriculum Mandate)
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Identify the consequences associated with one’s actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “How to Train a Brain: Crash Course Psychology #11.” *YouTube*, uploaded by CrashCourse, 21 April 2014. https://www.youtube.com/watch?v=qG2SwE_6uVM.
- “The Bobo Beatdown: Crash Course Psychology #12.” *YouTube*, uploaded by CrashCourse, 28 April 2014. <https://www.youtube.com/watch?v=128Ts5r9NRE>.
- “How we Make Memories - Crash Course Psychology #13.” *YouTube*, uploaded by CrashCourse, 5 May 2014. <https://www.youtube.com/watch?v=bSycdlx-C48>.
- Remembering and Forgetting: Crash Course Psychology #14.” *YouTube*, uploaded by CrashCourse, 12 May 2014. <https://www.youtube.com/watch?v=HVWbrNls-Kw>.
- Cognition: How Your Mind Can Amaze and Betray You: Crash Course Psychology #15.” *YouTube*, uploaded by CrashCourse, 19 May 2014. <https://www.youtube.com/watch?v=R-sVnmmw6WY>.
- “Controversy of Intelligence: Crash Course Psychology #23.” *Youtube*, uploaded by CrashCourse, 21 July 2014. <https://www.youtube.com/watch?v=9xTz3Qjclo!>.
- “Brain vs. Bias: Crash Course Psychology #24.” *Youtube*, uploaded by CrashCourse, 28 July 2014. <https://www.youtube.com/watch?v=75g4d5sF3xl>.
- Sampson, Todd, performer. *Redesign My Brain*. Mindful Media, 2013.
- Margol, Bill and Kolber, Jerry, creators. *Brain Games*. Magical Elves Productions and National Geographic, 2017.
- Myers, David G. *Psychology in Everyday Life Fourth Edition*. Worth Publishers, 2017.
- Ciccarelli, Saundra K. and White, J. Noland. *Psychology*. Prentice Hall, 2012.
- Elmhurst, William J. and Minter, Katherine P. *Psychology*. Prentice Hall, 2012.
- Rathus, Spencer A. *Psychology*. Holt McDougal, 2018.
- Docter, Pete, and Ronnie Del Carmen, directors. *Inside Out*. Walt Disney Studios Motion Pictures, 2015.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

UNIT OF STUDY	Developmental Behavior
PACING	15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why are development and maturation necessary to understanding human behavior? ● How does behavior change over time due to human development? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Development and maturation ensures the individual will strive to prevent and control diseases and health conditions throughout one's lifetime. ● Human development and maturation allows the individual to engage in meaningful and healthy relationships with others. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Compare and contrast the different physical, social, and cognitive milestones that occur during childhood & adolescence, early adulthood & adulthood, and late adulthood. ● Identify how gender and racial constructs affect human behavior and identity development. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● KWL chart
Formative	<ul style="list-style-type: none"> ● Quiz ● Discussion ● Small group activity ● Self and peer assessment
Summative	<ul style="list-style-type: none"> ● Choice Based Assessment
Benchmark	<ul style="list-style-type: none"> ● Choice Based Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. ● 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. ● 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Individual and Interpersonal Behavior

- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- 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.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> ● None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Sociologist, Psychologist, Counselor, Therapist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> ● Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander: Unit 2 focuses on the idea that regardless of race, gender expression, sexual orientation or developmental ability level physical, social, and developmental milestones function similarly yet differently in all people. ● Gender expression, gender identity, sexual orientation, sex assigned at birth. (Inclusive Curriculum Mandate) ● Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior
Self-Management
<ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
Social Awareness
<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others
Relationship Skills

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

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- “The Growth of Knowledge: Crash Course Psychology #18.” *Youtube*, uploaded by CrashCourse, 9 June 2014. <https://www.youtube.com/watch?v=8nz2dtv--ok>.
- “Monkeys and Morality: Crash Course Psychology #19.” *Youtube*, uploaded by CrashCourse, 16 June 2014. <https://www.youtube.com/watch?v=YcQg1EshfIE>.
- “Adolescence: Crash Course Psychology #20.” *Youtube*, uploaded by CrashCourse, 23 June 2014. <https://www.youtube.com/watch?v=PzyXGUCngoU>.
- Twenge, Jean M. “Have Smartphones Destroyed a Generation?” *The Atlantic*, Atlantic Media Company, Sept. 2017, <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>.
- *Gender Snowperson Understanding Gender Identity Suggested Grade Level*. https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Gender_Snowperson.pdf.
- Margol, Bill and Kolber, Jerry, creators. *Brain Games*. Magical Elves Productions and National Geographic, 2017.
- Myers, David G. *Psychology in Everyday Life Fourth Edition*. Worth Publishers, 2017.
- Ciccarelli, Saundra K. and White, J. Noland. *Psychology*. Prentice Hall, 2012.
- Elmhurst, William J. and Minter, Katherine P. *Psychology*. Prentice Hall, 2012.
- Rathus, Spencer A. *Psychology*. Holt McDougal, 2018.
- “Resilience Booster: Parent Tip Tool.” *American Psychological Association*, American Psychological Association, <https://www.apa.org/topics/parenting/resilience-tip-tool>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

UNIT OF STUDY	Personality and Individuality
PACING	10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why are personality and individuality the basis for looking at our similarities and differences? ● How does personality and individuality guide our behaviors? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Heredity and environment contribute to the development of a human’s personality function similarly yet different. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Compare and contrast the different schools of thought on personality and personality types. ● Identify the various factors that impact a person’s personality. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● KWL chart
Formative	<ul style="list-style-type: none"> ● Quiz ● Discussion ● Small group activity ● Self and peer assessment
Summative	<ul style="list-style-type: none"> ● Choice Based Assessment
Benchmark	<ul style="list-style-type: none"> ● Choice Based Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. ● 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. ● 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. ● 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

<i>Comprehensive Health & Physical Education</i>
<ul style="list-style-type: none"> ● 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
<i>Computer Science & Design Thinking</i>
<ul style="list-style-type: none"> ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. ● 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
<i>English Language Arts</i>
<ul style="list-style-type: none"> ● RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. ● 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.
<i>Mathematics</i>
<ul style="list-style-type: none"> ● None.
<i>Science</i>
<ul style="list-style-type: none"> ● None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> ● None.
<i>World Languages</i>
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> ● None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
<i>9.4-Life Literacies & Key Skills</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Sociologist, Psychologist, Counselor, Therapist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander: Unit 4 focuses on creating understanding about different personalities to foster effective interpersonal communication. This encompasses and creates respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – [Cited](#) print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Rorschach & Freudians: Crash Course Psychology #21.” *Youtube*, uploaded by CrashCourse, 8 July 2014. <https://www.youtube.com/watch?v=mUELAiHbCxc>.
- “Measuring Personality: Crash Course Psychology #22.” *Youtube*, uploaded by CrashCourse, 15 July 2014. <https://www.youtube.com/watch?v=sUrV6oZ3zsk>.
- Margol, Bill and Kolber, Jerry, creators. *Brain Games*. Magical Elves Productions and National Geographic, 2017.
- Myers, David G. *Psychology in Everyday Life Fourth Edition*. Worth Publishers, 2017.
- Ciccarelli, Sandra K. and White, J. Noland. *Psychology*. Prentice Hall, 2012.
- Elmhurst, William J. and Minter, Katherine P. *Psychology*. Prentice Hall, 2012.
- Rathus, Spencer A. *Psychology*. Holt McDougal, 2018.
- Hughes, John, Director. *Ferris Bueller’s Day Off*. Paramount Pictures, 1986.
- “Free Personality Test.” *16Personalities*, <https://www.16personalities.com/free-personality-test>.
- “Personalitytest.org.uk.” *Personalitytest.org.uk*, <http://www.personalitytest.org.uk/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

UNIT OF STUDY	Breakdown and Adjustment
PACING	15 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why are coping and adjusting integral parts of human life? ● Why do individuals exhibit abnormal behaviors? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Stress, heredity, and environment impact a person’s behaviors. ● Coping skills and adjustment allow individuals to manage life changes and obstacles in a positive healthy way. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify that stress combined with heredity and environment cause people to exhibit abnormal behaviors or cause the manifestation of disorders. ● Compare and contrast the various treatments, facilities, and programs that exist to help people cope with stress and disorders. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● KWL chart
Formative	<ul style="list-style-type: none"> ● Quiz ● Discussion ● Small group activity ● Self and peer assessment
Summative	<ul style="list-style-type: none"> ● Choice Based Assessment
Benchmark	<ul style="list-style-type: none"> ● Choice Based Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. ● 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. ● 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. ● 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).
- 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- WHST.11-12.1. Write arguments focused on discipline-specific content. A. 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. B. 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. 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. E. Provide a concluding paragraph or section that supports the argument presented.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

<i>Science</i>
<ul style="list-style-type: none"> • None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Sociologist, Psychologist, Counselor, Therapist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander: Unit 5 focuses on the idea that regardless of race, gender, gender expression, sexual orientation or developmental ability that stress, abnormal behavior, and disorders require intervention and support from all stakeholders involved. • Neurotypical, neurodivergent, Schizophrenia, Post-traumatic stress disorder (Inclusive Curriculum Mandate) • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- Recognize one’s feelings and thoughts

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Psychological Disorders: Crash Course Psychology #28.” *Youtube*, uploaded by CrashCourse, 25 August 2014. <https://www.youtube.com/watch?v=wuhJ-GkRRQc>.
- “OCD & Anxiety Disorders: Crash Course Psychology #29.” *Youtube*, uploaded by CrashCourse, 1 September 2014. <https://www.youtube.com/watch?v=aX7inVXXG5o>.
- “Depressive and Bipolar Disorders: Crash Course Psychology #30.” *Youtube*, uploaded by CrashCourse, 8 September 2014. <https://www.youtube.com/watch?v=ZwMIHkWKDwM>.
- “Trauma & Addiction: Crash Course Psychology #31.” *Youtube*, uploaded by CrashCourse, 22 September 2014. <https://www.youtube.com/watch?v=343ORg13klc>.
- “Schizophrenia & Dissociative Disorders: Crash Course Psychology #32.” *Youtube*, uploaded by CrashCourse, 29 September 2014. <https://www.youtube.com/watch?v=uxktavpRdzU>.
- “Eating and Body Dysmorphic Disorders: Crash Course Psychology #33.” *Youtube*, uploaded by CrashCourse, 6 October 2014. <https://www.youtube.com/watch?v=eMVyZ6Ax-74>.
- “Personality Disorders: Crash Course Psychology #34.” *Youtube*, uploaded by CrashCourse, 14 October 2014. <https://www.youtube.com/watch?v=4E1JiDFxFGk>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- “Getting Help - Psychotherapy: Crash Course Psychology #35.” *Youtube*, uploaded by CrashCourse, 21 October 2014. <https://www.youtube.com/watch?v=6nEL44QkL9w>.
- “Biomedical Treatments: Crash Course Psychology #36.” *Youtube*, uploaded by CrashCourse, 27 October 2014. <https://www.youtube.com/watch?v=w2efaHgJ93A>.
- Margol, Bill and Kolber, Jerry, creators. *Brain Games*. Magical Elves Productions and National Geographic, 2017.
- Myers, David G. *Psychology in Everyday Life Fourth Edition*. Worth Publishers, 2017.
- Ciccarelli, Sandra K. and White, J. Noland. *Psychology*. Prentice Hall, 2012.
- Elmhurst, William J. and Minter, Katherine P. *Psychology*. Prentice Hall, 2012.
- Rathus, Spencer A. *Psychology*. Holt McDougal, 2018.
- Hughes, John, Director. *Ferris Bueller’s Day Off* . Paramount Pictures, 1986.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

UNIT OF STUDY	Social Behavior
PACING	10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Why is understanding our social context and its impact on our behavior so important? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> Individual behavior and group behavior are driven by factors developed in concert with our minds and the world and people around us. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> Analyze the impact of social relationships on personal behavior. Evaluate the various factors on a person's behaviors like authority, obedience, and the diffusion of responsibility. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> Entrance/exit ticket KWL chart
Formative	<ul style="list-style-type: none"> Quiz Discussion Small group activity Self and peer assessment
Summative	<ul style="list-style-type: none"> Choice Based Assessment
Benchmark	<ul style="list-style-type: none"> Choice Based Assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

<i>Comprehensive Health & Physical Education</i>
<ul style="list-style-type: none"> • None.
<i>Computer Science & Design Thinking</i>
<ul style="list-style-type: none"> • 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<i>English Language Arts</i>
<ul style="list-style-type: none"> • WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. 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. B. 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. C. 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. D. 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. E. Provide a concluding paragraph or section that supports the argument presented.
<i>Mathematics</i>
<ul style="list-style-type: none"> • None.
<i>Science</i>
<ul style="list-style-type: none"> • None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4-Life Literacies & Key Skills

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

CAREERS ASSOCIATED WITH THIS UNIT

- Sociologist, Psychologist, Counselor, Therapist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander: Unit 6 prompts the idea that social behavior functions similarly yet different regardless of race, gender, gender expression, sexual orientation or developmental ability.
- Kitty Genovese (Inclusive Curriculum Mandate).
- Upstander, Bystander, Perpetrator, Prejudice, Discrimination (Holocaust Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds

Relationship Skills

- Identify the consequences associated with one’s actions in order to make constructive choices

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." *Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk*, TED, https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare.
- "Facing History and Ourselves." *Facing History and Ourselves*, <https://www.facinghistory.org/>.
- Worthen, Meredith. "Kitty Genovese." *Biography.com*, A&E Networks Television, 16 Apr. 2019, <https://www.biography.com/crime-figure/kitty-genovese>.
- "Social Thinking: Crash Course Psychology #37." *Youtube*, uploaded by CrashCourse, 3 November 2014. <https://www.youtube.com/watch?v=h6HLDV0T5Q8>.
- "Social Influence: Crash Course Psychology #38." *Youtube*, uploaded by CrashCourse, 11 November 2014. <https://www.youtube.com/watch?v=UGxGDdQnC1Y>.
- "Prejudice and Discrimination: Crash Course Psychology #39." *Youtube*, uploaded by CrashCourse, 17 November 2014. <https://www.youtube.com/watch?v=7P0iP2Zm6a4>.
- "Aggression v. Altruism: Crash Course Psychology #40." *Youtube*, uploaded by CrashCourse, 24 July 2014. <https://www.youtube.com/watch?v=XoTx7Rt4dig>.
- Margol, Bill and Kolber, Jerry, creators. *Brain Games*. Magical Elves Productions and National Geographic, 2017.
- Myers, David G. *Psychology in Everyday Life Fourth Edition*. Worth Publishers, 2017.
- Ciccarelli, Sandra K. and White, J. Noland. *Psychology*. Prentice Hall, 2012.
- Elmhorst, William J. and Minter, Katherine P. *Psychology*. Prentice Hall, 2012.
- Rathus, Spencer A. *Psychology*. Holt McDougal, 2018.
- Hock, Roger R. *Forty Studies that Changed Psychology: Exploration into the History of Psychological Research*.
- Waters, Mark, director. *Mean Girls*. Paramount Pictures, M.G. Films, and Broadway Video, 2004.

Hillsborough Township Public Schools Curriculum Map
Course Title: Individual and Interpersonal Behavior

- “The Story: An Overview of the Experiment.” *Stanford Prison Experiment*, <https://www.prisonexp.org/the-story>.
- “Asch Conformity Experiment.” *YouTube*. Uploaded by equivideos, 22 December 2007. <https://www.youtube.com/watch?v=TYIh4MkcfJA>.
- “The Milgram Experiment 1962 Full Documentary.” *Youtube*, uploaded by Patrick Baptist, 6 July 2018. <https://www.youtube.com/watch?v=FgO3ZHcuMQ0>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.