

<i>Abnormal Psychology</i>	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	<u>2016</u>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>12/2021</i>
PRIMARY RESOURCE if applicable	
<p><i>The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.</i></p> <p><i>-AND-</i></p> <p><i>Abnormal Psychology, 7th Edition, 2010 (Bedford, Freeman & Worth) - adopted 2011/2012, 978-1-4292-1631-9</i></p>	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE	
<p><i>Abnormal Psychology investigates the experience and expression of psychological disorders, what it means to define abnormal, and its effect on people's lives. Students are encouraged to think critically and challenge their beliefs regarding abnormal behavior while learning the biological, psychological and socio-cultural basis for mental illnesses. Students will learn about the subjective experience, causal factors, clinical presentation, and methods of assessment and treatment of different types of psychological disorders.</i></p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.</p>	<p>What is culture? What roles does culture play in human and societal development?</p>
<p>TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time</p>	<p>Why is the past important to us today?</p>

<p>human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.</p>	<p>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p>
<p>PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p>	<p>How do geography, climate, and resources affect the way people live and work?</p>
<p>INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.</p>	<p>How do individuals develop over time? How do external factors influence our identity and behavior?</p>
<p>INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.</p>	<p>How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>
<p>POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p>	<p>How do different political and economic systems affect civic life?</p>
<p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</p>	<p>What impacts a person's way of life or standard of living?</p>

<p>People have wants that often exceed the limited resources available to them.</p>	<p>How do scarcity and competition influence decision-making at the personal, business, and government levels?</p> <p>What is the relationship between decision-making and economic outcomes?</p>
<p>SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>	<p>How do technology influence social and cultural change in a global society?</p>
<p>GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>	<p>How does diversity impact society?</p>
<p>CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>	<p>What knowledge and skills are needed to participate effectively in our political system?</p> <p>What is the role of the citizen in the community and the nation, and as a member of the world community?</p>
<p>PRIORITY CONTENT STANDARDS</p>	<p>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</p>
<p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p>	<p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p>
<p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p>
<p>Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.</p>	<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>
<p>Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)</p>	<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>
<p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p>	<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>
<p>Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)</p>	

Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.

History and Current Perspectives	
ESSENTIAL QUESTION(S)	
<p>CULTURE: What is culture? What roles does culture play in human and societal development?</p>	
<p>TIME, CONTINUITY, CHANGE: Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p>	
<p>INDIVIDUALS, GROUPS, & INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	<p>CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause</p> <p>EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p>

<p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p>	<p>CIVIL RIGHTS & CIVIL LIBERTIES</p> <ul style="list-style-type: none"> -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups <p>FUNDAMENTALS OF CITIZENSHIP</p> <ul style="list-style-type: none"> -I assess the difference in constitutional and legal protections for citizens vs. noncitizens. -I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot). <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS</p> <ul style="list-style-type: none"> -I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. -I evaluate different goals and methods of groups who have advocated for access to greater rights . -I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
<p>PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)</p>	
<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>	<p>I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>
<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</p> <p>I critique a claim’s strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>
<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>	<p>I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>
<p>SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS</p>	
<p>BH2.b: Cultural patterns</p>	<p>I critique interpretations of how different cultures interact with their environment.</p>
<p>DISCIPLINARY CONCEPT</p>	<p>KEY UNIT CONTENT</p>

theories and perspectives relevant to abnormal behavior, definition of abnormal behavior, the history and development of psychological thinking towards abnormal behavior	I can describe how perceptions towards mental health have evolved over time. I can analyze how each perspective would explain abnormal behavior/psychological disorders. I can distinguish between the four criteria used to identify abnormal disorders. I can compare historical treatments to contemporary treatment methods.
COMPELLING UNIT QUESTION	
How has the view of abnormal behavior developed over time, and how should it continue to evolve?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How do we define abnormal behavior?	How was abnormality viewed and treated in the past in comparison to current trends and treatment?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Jigsaw reading on psychology's perspectives, with a written summary where students reflect on which perspective they agree or disagree with, concept map/timeline that shows the development of treatment and perspectives of abnormal behavior, case	Jigsaw reading on the history of abnormal behavior with a written summary, concept map/timeline that shows the development of treatment and perspectives of abnormal behavior, case studies, free response questions, etc.
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), Historical Treatments of Abnormal Behavior "Madness" documentary, DSM-5, Historical Thinking Case Study, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), Historical Treatments of Abnormal Behavior "Madness" documentary, DSM-5, Historical Thinking Case Study, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
N/A	N/A
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Use the DSM to explore various case studies, etc.	N/A
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), Historical Treatments of Abnormal Behavior "Madness" documentary, DSM-5, Historical Thinking Case Study, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	N/A
SUMMATIVE ASSESSMENT TASK(s)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence that demonstrates the evolution of abnormal psychology's understandings.	
CIVIC ENGAGEMENT	
Students may interview a senior about their perspective on asylums and treatments for psychological disorders. Students may raise awareness in their school building about the stigma of mental health and psychological disorders.	

Anxiety and Mood Related Disorders	
ESSENTIAL QUESTION(S)	
GLOBAL CONNECTIONS: How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	

BH2.b: Cultural patterns	I critique interpretations of how different cultures interact with their environment.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Anxiety Disorders, Mood Disorders, Treatments	I can identify and explain the distinctive features and symptoms of the major anxiety and mood disorders. I can juxtapose the explanation for anxiety and mood disorders from the major perspectives.
COMPELLING UNIT QUESTION	
What are some of the biggest misconceptions of anxiety (and/or) mood related disorders and how should they be addressed?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What are the symptoms of anxiety disorders and how might they be treated?	What is the DSM's main diagnostic criteria for the various mood related disorders?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Jigsaw reading on various disorders, case study analysis, free response questions, etc.	Jigsaw reading on various disorders, case study analysis, free response questions, etc.
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer) Paul and Andrea Chapter, DSM-5, OCD Camp BBC video, Wellness Inventories, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Wellness Inventories, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
What methods are used to treat anxiety disorders?	What methods are used to treat mood disorders?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
T chart of strengths and limitations of various methods, reading and analyzing case studies, short answer questions, exit tickets, etc.	T chart of strengths and limitations of various methods, reading and analyzing case studies, short answer questions, exit tickets, etc.
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Wellness Inventories, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Wellness Inventories, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUMMATIVE ASSESSMENT TASK(s)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence.	
CIVIC ENGAGEMENT	
Students may engage in a socratic seminar on the causes of mood/anxiety disorder. Students may create a wellness activity to share with their peers to reduce stressors.	

Schizophrenia	
ESSENTIAL QUESTION(S)	
GLOBAL CONNECTIONS: How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

<p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p>	<p>CIVIL RIGHTS & CIVIL LIBERTIES</p> <ul style="list-style-type: none"> -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. -I assess the impact of individuals, groups, and movements on the development of civil rights for different groups <p>FUNDAMENTALS OF CITIZENSHIP</p> <ul style="list-style-type: none"> -I assess the difference in constitutional and legal protections for citizens vs. noncitizens. -I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot). <p>ASSERTING AND REAFFIRMING HUMAN RIGHTS</p> <ul style="list-style-type: none"> -I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. -I evaluate different goals and methods of groups who have advocated for access to greater rights . -I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
<p>PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)</p>	
<p>Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources</p>	<p>I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources</p> <p>I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>
<p>Standard SS.Inq4: Wisconsin students will <i>communicate and critique</i> conclusions.</p>	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>I critique a claim’s strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>
<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>	<p>I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>
<p>SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS</p>	
<p>BH2.b: Cultural patterns</p>	<p>I critique interpretations of how different cultures interact with their environment.</p>

DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Schizophrenia, Symptoms and Treatments	I can identify and explain the distinctive features of schizophrenia. I can discuss biological influences to schizophrenia. I can discuss the misconceptions and stigma related to the diagnosis schizophrenia. I can evaluate the causes and treatments of schizophrenia.
COMPELLING UNIT QUESTION	
<p align="center">What are some of the biggest misconceptions of Schizophrenia and how should they be addressed?</p>	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What are the symptoms of Schizophrenia and how might they be treated?	What is the DSM's main diagnostic criteria for schizophrenia?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Jigsaw reading on various disorders, case study analysis, free response questions, etc. T-Chart between hallucinations and delusions	Jigsaw reading on various disorders/prevalance/course of schizophrenia, case study analysis, free response questions, etc.
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Patient Case Study on Schizophrenia, Article on Drugs for Treating Schizophrenia, "I'm still here." Documentary, Schizophrenia Simulation Video, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Patient Case Study on Schizophrenia, Article on Drugs for Treating Schizophrenia, "I'm still here." Documentary, Schizophrenia Simulation Video, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUMMATIVE ASSESSMENT TASK(s)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence.	
CIVIC ENGAGEMENT	
Students may research different regions, countries, cities, etc and examine the environment's impact on a patient with schizophrenia. Students may research the portrayal of schizophrenia in film and media and evaluate its accuracy.	

Personality and Dissociative Disorders	
ESSENTIAL QUESTION(S)	
GLOBAL CONNECTIONS: How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	I communicate conclusions while taking into consideration that audiences from diverse

	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.b: Cultural patterns	I critique interpretations of how different cultures interact with their environment.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Categories, symptoms and treatments of personality disorders, categories, symptoms and treatments of dissociative disorders	<p>I can identify and explain the distinctive features and symptoms of personality disorders.</p> <p>I can distinguish the various categories of personality disorders</p> <p>I can discuss the elusive characteristics of personality disorders.</p> <p>I can identify and explain the distinctive features and symptoms of dissociative disorders.</p> <p>I can evaluate the causes and treatments of dissociative disorders.</p> <p>I can evaluate the causes and treatments of personality disorders.</p>
COMPELLING UNIT QUESTION	
What challenges do psychologists face when diagnosing personality and dissociative disorders?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What are the symptoms of various personality disorders and how might they be treated?	What is the DSM's main diagnostic criteria for personality disorders?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Jigsaw reading on various disorders, case study analysis, free response questions, etc.	Jigsaw reading on various disorders/prevalance/course of personality disorders, researching assessment tools used to diagnose personality disorders, case study analysis, free response questions, etc.
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Patient Case Study on DID and Personality Disorders, Article on Drugs for Treating the Disorders, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Patient Case Study on DID and Personality Disorders, Article on Drugs for Treating the Disorders, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What are the symptoms of various dissociative disorders and how might they be treated?	What is the DSM's main diagnostic criteria for dissociative disorders?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Jigsaw reading on various disorders, case study analysis, free response questions, etc.	Jigsaw reading on various disorders/prevalance/course of dissociative disorders, researching assessment tools used to diagnose dissociative disorders, case study analysis, free response questions, etc.
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include

Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Patient Case Study on DID and Personality Disorders, Article on Drugs for Treating the Disorders, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.	Abnormal Psychology Textbook (Comer), Case Studies in Abnormal Psychology Textbook (Gorenstein, Comer), DSM-5, Patient Case Study on DID and Personality Disorders, Article on Drugs for Treating the Disorders, Article/video on various forms of treatment, Credible, reliable and relevant sources, including state statutes, primary sources, newspapers, databases, etc.will be used to complete the formative task.
---	---

SUMMATIVE ASSESSMENT TASK(s)

Construct an argument that addresses the compelling question using specific claims and relevant evidence.

CIVIC ENGAGEMENT

Students may research the portrayal of dissociative disorders in film and media and evaluate its accuracy. Students may create or curate a resource educating a peer or family member on personality disorders.

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
BH1.a: Individual cognition, perception, and behavior	I explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	x	x	x	x
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	x	x	x	x
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	<i>I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;</i>	x	x	x	x
	<i>-I evaluate how different groups and individuals contributed to the event or cause</i>	x	x	x	x
	<i>I evaluate multiple events from different perspectives using primary and secondary sources, and</i>	x	x	x	x
	<i>-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</i>	x	x	x	x
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.				
	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.				
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	CIVIL RIGHTS & CIVIL LIBERTIES <i>-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</i>	x		x	
	<i>-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups</i>	x		x	
	FUNDAMENTALS OF CITIZENSHIP <i>-I assess the difference in constitutional and legal protections for citizens vs. noncitizens.</i>	x		x	
	<i>-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</i>	x		x	
	<i>I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.</i>	x		x	
	<i>-I evaluate different goals and methods of groups who have advocated for access to greater rights.</i>	x		x	

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
	-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	x		x	
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)					
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.		x		x
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.		x		x
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources			x	
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.			x	
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	x	x		x
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).	x	x		x
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	x	x		x
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).	x		x	x
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	x		x	x
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	x	x	x	x