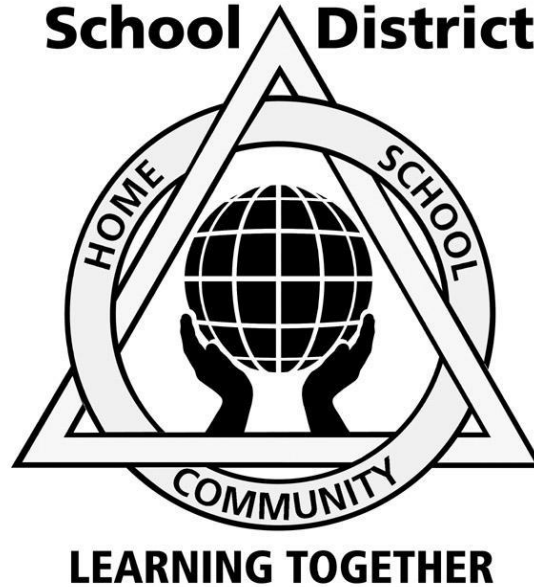


**Psychology
Social Studies Curriculum
Francis Howell School District**

**Francis Howell
School District**



Board Approved: April 2, 2009

Francis Howell School District

Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Philosophy

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

- Civics: To develop responsible citizens who possess commitment to the values and principles that are necessary to the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of United States’ past develops an appreciation of our nation’s heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environments interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

Psychology Course Rationale

This course gives the students the opportunity to explore and have a better understanding of human behavior and mental processes. This course enhances the students with a better understanding of themselves and others.

Psychology Course Description

This course is an introduction to the study of human behavior. Topics include a brief introduction to the history and development of psychology as a science, methods of psychological research, processes of sensation and perception, intelligence and creativity, principles of learning, process of remembering and forgetting, thinking, biological influences on behavior, motivation and emotions, understanding and measuring personality, and the identification and treatment of various psychological disturbances. Students will continue to develop skills in organizing materials, note-taking, communications, researching, and critical thinking.

Psychology Approved Textbook

Title:	<u>Understanding Psychology</u>
Publisher:	Glencoe 2008
ISBN:	978-0-07-874517-1
Replacement Cost:	\$71.97 (2009, subject to change)

Curriculum Revision Committee

Teachers:	Steve Bohning Jennifer Flores Jana Reiter	Francis Howell Central High School Francis Howell High School Francis Howell North High School
Social Studies Content Leader	Jennifer Tillman	
Director of Student Learning	Sharon Wall	
Chief Academic Officer	Dr. Pam Sloan	
Superintendent	Dr. Renee Schuster	

Psychology Unit Course Level Expectations Coding

The Social Studies Course Level Expectations (CLE) are divided into 7 strands. Each is coded with a difference two-letter designation and each generally applies to a different element of the social sciences such as history, geography, or government.

- (PC) 1. Knowledge of the principles expressed in documents shaping constitutional democracy.
- (GS) 2. Knowledge of principles and processes of governance systems.
- (UH) 3a. Knowledge of continuity and change in the history of Missouri and the United States.
- (WH) 3b Knowledge of continuity and change in the history of the world.
- (EC) 4. Knowledge of economic concepts and principles.
- (EG) 5. Knowledge of major elements of geographical study and analysis.
- (RI) 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions.
- (TS) 7. Knowledge of the use of tools of social science inquiry.

Psychology Essential Course Outcomes

- I. People acquire knowledge and learn in different ways.
- II. Memory is obtained and stored differently.
- III. Thinking involves mental processes that are used to form concepts, solve problems, and engage in creative activities.
- IV. Biological changes in the body have an impact on behavior, motivation, and emotions.
- V. Sensation and perception affect behavior.
- VI. There are many altered states of consciousness.
- VII. There are a wide range of valid personality theories.
- VIII. Personality theories give people a greater understanding of human behavior.
- IX. There are numerous identifiable mental disorders.

X. Treatment for mental disorders takes many forms.

Psychology Curriculum Course Map

Psychology Semester Curriculum Course Map with Corresponding Essential Course Outcomes	COURSE LEVEL EXPECTATIONS (CLE)
<p>Learning and Cognitive Processes-4 Weeks</p> <p>I. People acquire knowledge and learn in different ways.</p> <p>II. Memory is obtained and stored differently.</p> <p>III. Thinking involves mental processes that are used to form concepts, solve problems and engage in creative activities.</p>	<p>RID-knowledge of how needs of individuals are met</p> <p>RIG-effect of laws and events on relationships</p> <p>TSB-knowledge to create various social studies maps and graphics</p> <p>TSE-developing a research plan and identifying resources</p>
<p>The Workings of the Mind and Body-6 Weeks</p> <p>I. People acquire knowledge and learn in different ways.</p> <p>IV. Biological changes in the body have an impact on behavior, motivation, and emotions.</p> <p>V. Sensation and perception affect behavior.</p> <p>VI. There are many altered states of consciousness.</p>	<p>RIH-effect of personal and group experiences on perception</p> <p>RIN-consequences of individual or institutional failure</p> <p>TSC-understanding fact, opinion, bias, and points of view in sources</p> <p>TSG-supporting a point of view</p>
<p>Elements of Personality-2 Weeks</p> <p>VII. There are a wide range of valid personality theories.</p> <p>VIII. Personality theories give people a greater understanding of human behavior.</p>	<p>RIH- effect of personal and group experiences on perception</p> <p>TSB- knowledge to create various social studies maps and graphics</p> <p>TSG- supporting a point of view</p>

<p>Identification and Treatment of Psychological Disorders-4 Weeks</p> <p>IX. There are numerous identifiable and mental disorders</p> <p>X. Treatment for mental disorders take many forms</p>	<p>RID- knowledge of how needs of individuals are met</p> <p>RIM-major social institutions</p> <p>TSB- knowledge to create various social studies maps and graphics</p> <p>TSG- supporting a point of view</p>
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SOCIAL STUDIES COURSE LEVEL EXPECTATION STRANDS		
PC	Strand 1	Principals of Constitutional Democracy
GS	Strand 2	Governance Systems
UH	Strand 3a	Missouri and US History
WH	Strand 3b	World History
EC	Strand 4	Economic Concepts
EG	Strand 5	Elements of Geographical Study
RI	Strand 6	Relationships of Individuals and Groups
TS	Strand 7	Tools of Social Science Inquiry

Content Area: Social Studies		Cognitive Processes
<p>Learner Objectives:</p> <ul style="list-style-type: none"> Describe the principles of learning and the processes of thinking Analyze the elements of memory and thought 		

Concepts:

- Knowledge of how needs of individuals are met (RID)
- Effect of laws and events on relationships (RIG)
- Knowledge to create various social studies maps and graphics (TSB)
- Developing a research plan and identifying resources (TSE)

Students Should Know	Students Should Be Able To
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Knowledge Statements:

- Classical conditioning is a form of learning composed of stimuli and responses beyond the learner's control.
- Operant conditioning involves learning from the consequences of behavior.
- Social learning is acquired through observation and imitation of environmental sources, such as family, peers, and media.
- Memory requires a storage process that includes sensory storage, short term and long term memories.
- There are many useful memory strategies, including chunking, mnemonic devices, and repetition.
- There are three types of thinking dedicated to problem solving, creativity and the analysis of the thinking process.
- When doing research, there are reliable sources to use.
- When creating survey questions, the questions need to be bias-free.
- When choosing the type of graph or chart to make, the type of data being used is the determining factor.

Guided Questions:

- What are the characteristics of classical and operant conditioning?
- Why is it important to understand the role of conditioning on behavior?
- Are we conditioned by society?
- Do we control our environment or does it control us?
- What are the different types of memory systems?
- Why do we forget?
- Why are some peoples' memories better than others?
- What are the units of thought?
- How are convergent thinking, divergent thinking and metacognition related?
- Do you have to be creative to be an effective problem solver?

- Identify how the needs of individuals are met in the learning and cognitive processes (RID/DOK2/3.3)
- Draw conclusions about the effect of laws and events on relationships (RIG/DOK2/1.6)
- Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies (TSB/DOK3/1.8, 2.1)
- Develop a research plan and identify appropriate resources for investigating social studies topics (TSE/ DOK 3/ 1.1, 1.4)

<ul style="list-style-type: none"> • Which sources are reliable when conducting research? • How do you determine if a source is reliable? • How are survey questions analyzed to determine if bias exists? • When creating charts and graphs, how do you determine which type of graph or chart is best to use? 	
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Student Essential Vocabulary					
stimulus	response	conditioning	reinforcement	variable	ratio
interval	shaping	cognitive	behavior	learning	operant
classical	aversion	discrimination	generalization	extinction	

Sample Learning Activities	Sample Assessments
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Learning Activity 1: Social or Observational Learning?

Students will understand the impact of violent and aggressive behavior on the learning process.

- Students will use the "Rule-Based strategy" to complete this activity. The strategy is listed on the student handout and can be found on **page 4 of the appendix**.
- As students read the article, they are to summarize the reading on the right side.
- When students have completed this reading, discuss the information as a whole class. Students will also receive an additional article about violence which they can use as a source in their Media Violence Research Project. This handout can be found on **page 5 of the appendix**.

Assessment 1: Media Violence Research Project

A major goal for this unit is for students to have a better understanding of the effects of conditioning on their lives. Students will develop and test a hypothesis about the impact of violence in the media on society and can choose to support the belief that violence in the media has a negative affect on people OR they can develop an argument against the belief. To test their hypothesis, they must do the following:

1. **Research-** Use reliable scientific data to support the hypothesis. Students will write a two-page double-spaced research paper from evidence gathered from scientific journals and reliable sources. The research paper must have the standard components of any essay, such as a topic sentence, body, and closing.
2. **Surveys-** Students will develop a 5-10 question survey about violence in the media that can easily be multiplied and distributed to 100 random students, parents, teachers and community members. Students will take this data and generate a chart or graph demonstrating their interpretation of the information. Students are then required to include written information in essay form describing the survey results.
3. **Discussion-** All students will share their findings with the class through an informal presentation and compare the findings to national statistics.
4. **Proposal-** The final step is to create a proposal of alternative solutions to the problem, select one solution, and an explanation of why it would be the best alternative. The selected solution must include a plan for implementation.

See appendix page 6 for student handout and page 7 for the rubric.

Activity's Alignment	
CLE	RIG
CONTENT	RI-Relationships of Individuals and Groups
PROCESS	1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.8 organize data and ideas
DOK	2
TEACHING STRATEGIES	summarizing and note taking reinforcing effort and providing homework and practice

Assessment's Alignment	
CLE	RIG, TSB, TSE
CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.1 develop research questions/ideas 1.2 conduct research 1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.8 organize data and ideas 1.10 apply information, ideas, and skills 2.7 use information technology CA3 reading nonfiction CA4 writing formally
DOK	4
MASTERY LEVEL	70% mastery level

Sample Learning Activities	Sample Assessments
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Learning Activity 2: Chunking Activity

Students will learn how people are able to memorize information.

- Divide students into two groups.
- Give students a list of twenty items to memorize. Each group will have different lists; one list is pre-chunked and the other is in no order.
- Test their recall after 5 minutes of memorization. Students with the pre-chunked list will statistically remember more items from their list.

See appendix pages 8 and 9 for handouts to go with this activity.

Activity's Alignment	
CLE	RID
CONTENT	RI-Relationships of Individuals and Groups
PROCESS	3.3 apply one's own strategies 3.4 evaluate problem-solving processes
DOK	2
TEACHING STRATEGIES	summarizing and note taking generating and testing hypotheses

Assessment 2: Operant and Classical Conditioning Formative

By analyzing situations of classical and operant conditioning, students will be able to recognize each type of learning and identify the components that make up the type of learning.

- They will assemble the parts of classical conditioning into a graphic organizer.
- Students must then generate examples of both classical and operant conditioning as they apply it to their lives and explain the components of their classical conditioning.

See appendix page 10 for assessment and page 11 for answer key.

Assessment's Alignment	
CLE	RIG, TSB
CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.6 discover/evaluate relationships 1.8 organize data and ideas 1.10 apply information, ideas and skills
DOK	2
MASTERY LEVEL	80% mastery level

Instructional Support

Student Resources	Teacher Resources
<i>Understanding Psychology</i> , Glencoe 2008- Chapters 9, 10 and 11	<i>Understanding Psychology</i> , Glencoe 2008- Chapters 9, 10 and 11

Identity Equity and Readiness			
Gender Equity		Technology Skills	
Racial/Ethnic Equity		Research/Information	X
Disability Equity		Workplace/Job Prep	X

Content Area: Social Studies	Course: Psychology	Unit: The Workings of the Mind and Body
Learner Objectives:		
<ul style="list-style-type: none"> Analyze the effects of the brain on mind and body 		

Concepts:

- Effect of personal and group experiences on perceptions (RIH)
- Consequences of individual or institutional failure (RIN)
- Understanding fact, opinion, bias and points of view in sources (TSC)
- Supporting a point of view (TSG)

Students Should Know	Students Should Be Able To
<p>Knowledge Statements:</p> <ul style="list-style-type: none"> When institutions fail to meet the needs of individuals and groups, the consequences can be severe to life-threatening. Learning about the nervous system helps us know how messages that are sent to and from the brain cause behavior. There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions. Heredity and environment affect the body and behavior. Sleep involves four stages and dreaming. Hypnosis, biofeedback and meditation are altered states of consciousness. Psychoactive drugs interact with the Central Nervous System to alter consciousness. Sensation occurs anytime a stimulus activates a receptor. Perception allows humans to react to the environment. When doing research, there are reliable sources to use. When choosing the type of graph or chart to make, the type of data being used is the determining factor. When reading a secondary or primary source, the reader must be aware of bias and point of view. <p>Guided Questions:</p>	<ul style="list-style-type: none"> Investigate the effect of personal and group experiences on perceptions (RIH/DOK2/1.6) Predict the consequences that can occur when: (a) institutions fail to meet the needs of individuals and groups and (b) individuals fail to carry out their personal responsibilities (RIN/DOK 4/1.3) Distinguishing between fact and opinion and analyze sources to recognize bias and points of view (TSC/DOK3/1.7,3.5.3.6) Create an argument and support it with evidence (TSG/DOK3/4.1)

<ul style="list-style-type: none"> • Why is it important for psychologists to study the brain and nervous system? • Why do people perceive differently? • How do the senses interact with each other? • What is an altered state of consciousness? • Which sources are reliable when conducting research? • How do you determine if a source is reliable? • When creating charts and graphs, how do you determine which type of graph or chart is best to use? • Why is it important to recognize bias and point of view in primary and secondary sources? 	
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Student Essential Vocabulary					
consciousness	central nervous system	somatic nervous system	endocrine system	hypnosis	psychoactive drugs
sensation	neurons	autonomic nervous system	REM	meditation	hallucinations
perception	synapse	lobes	circadian rhythm	biofeedback	hallucinogens

Sample Learning Activities	Sample Assessments
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Learning Activity 1: Drug Awareness Campaign

Students will create a presentation on the effects of drugs on the consciousness, how they create an altered state, and what can be done to discourage drug abuse among teenagers.

- In the presentation, students must explain the effects of the drugs, the short term and long term effects as well as the reason people take them.
- A synopsis of the major drugs in the category must be given.
- Students will create a campaign (series of posters, brochures, and/or newspaper advertisements) to show the negative effects to promote a drug free lifestyle to teenagers and present to the class.
- A final presentation will be given to the class which describes the information found and the campaign created to discourage drug abuse among teenagers.

See appendix page 12 for student handout and rubric.

Activity's Alignment	
CLE	RIN, TSC
CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.1 develop research questions/ideas 1.2 conduct research 1.3 design/conduct investigations 1.4 organize information using tools 1.10 apply ideas and skills 2.1 plan and make presentations
DOK	3
TEACHING STRATEGIES	cooperative learning non-linguistic representation

Assessment 1: Altered States of Consciousness Essay

After learning about altered states of consciousness, write a short essay analyzing the effects of various types on the human mind.

Writing Prompt:

Write a short essay **ANALYZING** the various types of altered states of consciousness in terms of how they affect the human mind. Three altered states of consciousness must be addressed: dreams and sleep, hypnosis, meditation, or biofeedback.

Psychology Essay Rubric can be used with this assessment. See appendix pages 2 and 3.

Assessment's Alignment	
CLE	RIN
CONTENT	RI-Relationships of Individuals and Groups
PROCESS	1.6 discover relationships 1.10 apply ideas and skills CA4 writing formally
DOK	3
MASTERY LEVEL	75%

Sample Learning Activities		Sample Assessments																									
<p>Learning Activity 2: Label the Brain</p> <ul style="list-style-type: none"> Using their textbooks and any other resource materials, students will define the parts of the brain and label them on a shower cap. After labeling their shower caps with the parts of the brain, students will create analogies for the parts of the brain and explain why the analogy is a good fit. <p>See appendix page 13 for student handout.</p>		<p>Assessment 2: Heredity vs. Environment Debate</p> <ul style="list-style-type: none"> After discussing the functions of the brain, students will debate whether personality is influenced more by heredity or more from the environment. During the debate, students must justify their statements. Students will also be required to write a paper stating their position on the debated topic and must include 3 pieces of evidence to support their opinion. <p>See appendix pages 14, 15, and 16 for activity description and rubrics.</p>																									
<table border="1"> <thead> <tr> <th colspan="2">Activity's Alignment</th> </tr> </thead> <tbody> <tr> <td>CLE</td> <td>TSB</td> </tr> <tr> <td>CONTENT</td> <td>TS-Tools of Social Science Inquiry</td> </tr> <tr> <td>PROCESS</td> <td>1.8 organize data and ideas 1.10 apply information, ideas and skills</td> </tr> <tr> <td>DOK</td> <td>2</td> </tr> <tr> <td>TEACHING STRATEGIES</td> <td>cooperative learning summarizing and note-taking reinforcing effort and providing homework and practice nonlinguistic representation</td> </tr> </tbody> </table>		Activity's Alignment		CLE	TSB	CONTENT	TS-Tools of Social Science Inquiry	PROCESS	1.8 organize data and ideas 1.10 apply information, ideas and skills	DOK	2	TEACHING STRATEGIES	cooperative learning summarizing and note-taking reinforcing effort and providing homework and practice nonlinguistic representation	<table border="1"> <thead> <tr> <th colspan="2">Assessment's Alignment</th> </tr> </thead> <tbody> <tr> <td>CLE</td> <td>RIH, TSC, TSG</td> </tr> <tr> <td>CONTENT</td> <td>RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry</td> </tr> <tr> <td>PROCESS</td> <td>1.6 discover relationships 1.10 apply ideas and skills 3.1 identify and define problems 3.7 evaluate strategies 4.1 support decisions</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> <tr> <td>MASTERY LEVEL</td> <td>75%</td> </tr> </tbody> </table>		Assessment's Alignment		CLE	RIH, TSC, TSG	CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry	PROCESS	1.6 discover relationships 1.10 apply ideas and skills 3.1 identify and define problems 3.7 evaluate strategies 4.1 support decisions	DOK	3	MASTERY LEVEL	75%
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Instructional Support

Student Resources	Teacher Resources
<p>Understanding Psychology, Glencoe c. 2008 Chapters 6, 7, and 8</p> <p>http://www.apa.org</p>	<p>Understanding Psychology, Glencoe c. 2008 Chapters 6, 7, and 8</p> <p>http://www.apa.org</p>

Additional Activities
<ul style="list-style-type: none"> ● Create a sleep journal and determine circadian rhythm. ● Hypothesize and experiment on the nature of the different senses.

Identity Equity and Readiness			
Gender Equity		Technology Skills	
Racial/Ethnic Equity		Research/Information	X
Disability Equity		Workplace/Job Prep	

Content Area: Social Studies	Course: Psychology	Unit: Elements of Personality
Learner Objectives: <ul style="list-style-type: none"> ● Explain the theories of personality as they relate to behavior ● Analyze your own personality and determine which theory most applies to you 		

Concepts:

- Effects of personal and group experiences on perception (RIH)
- Knowledge to create various social studies maps and graphics (TSB)
- Supporting a point of view (TSG)

Students Should Know	Students Should Be Able To
<p>Knowledge Statements:</p> <ul style="list-style-type: none"> ● Personality theories provide a way of organizing the many characteristics that people have. ● Psychoanalytic theory believes personality is composed of the id, ego and superego, which are driving forces of which people are not aware. ● Behaviorists are interested in how personality is learned. ● Humanists and Cognitivists believe in the positive qualities of people. ● Trait theorists look for consistency in human behavior. ● When determining the type of graph or chart to create, the type of information or data being used is a determining factor. ● Written sources of information must be evaluated for bias. <p>Guided Questions:</p> <ul style="list-style-type: none"> ● What are the different theories on personality? ● How have the theories of Sigmund Freud and B.F. Skinner impacted the study of personality? ● What are the id, ego and superego? 	<ul style="list-style-type: none"> ● Investigate the effect of personal and group experiences on perceptions (RIH/DOK2/1.6) ● Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies (TSB/ DOK 3/ 1.8, 2.1) ● Create an argument and support it with evidence (TSG/DOK3/4.1)

<ul style="list-style-type: none"> • How have the theories of Abraham Maslow, Albert Bandura, George Kelly and Carl Rogers impacted the study of personality? • What is a trait? • Which personality theory do you feel is most valid? • How do you determine if a source is reliable? • When creating charts and graphs, how do you determine which type of graph or chart is best to use? 	
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Student Essential Vocabulary					
personality	Id, ego, superego	defense mechanisms	unconscious	archtypes	inferiority
behaviorism	contingency	humanism	Self-actualization	trait	introvert/extravert
primary sources	secondary sources				

Sample Learning Activities	Sample Assessments
<p>Learning Activity 1: Types of Personality Theories</p> <p>Create a Comparison Matrix to show the similarities and difference between the types of personality theories.</p> <p>The diagram must contain information about:</p> <ul style="list-style-type: none"> ● the founders ● main ideas ● characteristics of each type of personality theory. <p>See page 17 in the appendix for a Comparison Matrix to be used with this activity.</p>	<p>Assessment 1: Determining Validity of Personality Theories through Socratic Seminar</p> <p>After studying the various types of personality theories, students will understand the validity of the theories and decide if some theories are more valid than others.</p> <p>Student Instructions</p> <ol style="list-style-type: none"> 1. Students will write a one-paragraph evaluation of each theory (Psychoanalysis, Behaviorism, Humanism, Cognitivism, and Trait Theory) using the text. The paragraph must contain a summary of each theory along with an evaluation that contains facts supporting their point of view about the validity of each theory. 2. The class will then participate in a Socratic Seminar to discuss the validity of the theories. One possible prompt for the Socratic Seminar could be: Some opponents of the humanistic theory of personality have criticized it for promoting the "me first" approach to living. They believe that the theory encourages selfishness. Do you agree with these critics? Why or why not? <p>See appendix pages 18, 19, and 20 for materials to use for the Socratic Seminar including a rubric.</p> <p>The Observation Form for Inner-Outer Discussion Circle can be used as a rubric for students to evaluate each other. Assign each student a partner. Only one at a time can be in the inner circle. When in the outer circle, the student evaluates their partner who is in the inner circle.</p>

Activity's Alignment		Assessment's Alignment	
CLE	RIH, TSB	CLE	RIH, TSG
CONTENT	RI- Relationships of Individuals and Groups TS- Tools of Social Science Inquiry	CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.4 organize information using tools 1.7 evaluate information 1.8 organize data and ideas	PROCESS	1.5 comprehend/evaluate resources 1.6 discover/evaluate relationships 1.7 evaluate information 1.10 apply information, ideas, and skills 2.3 exchange ideas & take others' perspectives 4.1 support decisions CA3 reading nonfiction
DOK	2	DOK	3
TEACHING STRATEGIES	summarizing and note taking identifying similarities and differences questions, cues, and advanced organizers	MASTERY LEVEL	75% mastery level

Sample Learning Activity 2		Sample Assessment 2																									
Learning Activity 2: Purposes of Personality Theories		Assessment 2: Personality Theories Formative																									
<p>Create a collage that depicts your personality, using pictures and words from magazines and newspapers. Each collage will be displayed in the classroom.</p> <p>Write an explanation of which personality theory discussed in class best describes your personality giving specific details to support your choice.</p>		<p>Students will answer the following writing prompt as a constructed response:</p> <p>Imagine that you have a friend who is failing several subjects in school, does little homework, and fails to study for tests. Based on your knowledge of personality theories, how would Skinner explain your friend's behavior? How would Bandura explain the behavior? All explanations must be justified with specific information.</p> <p>See appendix page 21 for a grading rubric.</p>																									
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Instructional Support

Student Resources	Teacher Resources
<i>Understanding Psychology</i> , Chapters 13-14; Glencoe 2008	<i>Understanding Psychology</i> , Chapters 13-14; Glencoe 2008

Additional Activities
<ul style="list-style-type: none"> ● Create your own personality traits chart for self-analysis and family members. Compare your personality to your family members to recognize similarities and differences. ● By taking and analyzing several on-line personality tests, students will be able recognize which personality theory each test most closely applies and be able to explain why.

Identity Equity and Readiness			
Gender Equity		Technology Skills	
Racial/Ethnic Equity		Research/Information	
Disability Equity		Workplace/Job Prep	

Content Area: Social Studies	Course: Psychology	Unit: Identification and Treatment of Psychological Disorders
Learner Objectives: <ul style="list-style-type: none"> ● Compare and contrast the concepts of normal and abnormal behavior ● Describe the criteria for determining specific psychological disturbances and treatments 		

Concepts:

- Knowledge of how needs of individuals are met (RID)
- Major social institutions (RIM)
- Knowledge to create various social studies maps and graphics (TSB)
- Supporting a point of view (TSG)

Students Should Know	Students Should Be Able To
Knowledge Statements: <ul style="list-style-type: none"> ● Mental disorders are not the same as abnormal behavior. ● Cultural factors and subjective interpretations still affect the process of diagnosis. ● The Diagnostic and Statistical manual of Mental Disorders (DSM) is the “Bible” of psychological and psychiatric diagnosis. ● Anxiety is adaptive in certain situations, but some individuals are prone to irrational fears or chronic states of anxiety. ● Clinical depression is more severe than normal sadness over life’s problems; however, serious depression is so widespread that it is referred to as the "common cold" of psychiatric disturbances. ● Substance abuse is a pattern of substance use leading to clinically significant impairment or distress. ● Schizophrenia is a psychosis or mental condition involving distorted perceptions of reality and an inability to function in most aspects of life. ● Cognitive, Behavioral, Psychodynamic, Humanistic and Family Therapy are all types of psychotherapy. ● When choosing the type of graph or chart to make, the type of data being used is the determining factor. ● When doing research, there are reliable sources to use. 	<ul style="list-style-type: none"> ● Identify how the needs of individuals are met in the identification and treatment of psychological disorders (RID/DOK2/3.3) ● Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (RIM/DOK 2/1.9, 1.10) ● Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies (TSB/DOK 3/ 1.8, 2.1) ● Create an argument and support it with evidence (TSG/DOK3/4.1)

<p>Guided Questions:</p> <ul style="list-style-type: none"> • What are the main categories of mental illness? • Are drug and alcohol addictions mental disorders? • What is the difference between normal and abnormal? • What are the current various therapies being used to treat mental disorders? • What is the primary goal of therapy? • Which type of treatment is most effective? • Where could someone go to find help with mental illness? • What is "deinstitutionalization," and how does that impact society? • What are the characteristics of effective treatment and prevention? • How do you determine if a source is reliable? • When creating charts and graphs, how do you determine which type of graph or chart is best to use? 	
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Student Essential Vocabulary					
depression	behavioral	anxiety disorders	abnormal behavior	addiction	deinstitutionalization
Psychotherapy	Cognitive	Schizophrenia	substance abuse	DSM-V	Humanistic

Sample Learning Activities	Sample Assessments
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Learning Activity 1: Schools of Therapy

Students will complete a handout entitled "Schools of Therapy." They will compare the similarities and differences among the major schools of thought and are required to cite evidence as to why some Schools of Therapy are most alike and other are very different.

See appendix page 22 for handout.

Activity's Alignment	
CLE	RID
CONTENT	RI-Relationships of Individuals and Groups
PROCESS	1.4 organize information using tools 1.6 discover/evaluate relationships
DOK	2
TEACHING STRATEGIES	identifying similarities and differences summarizing and note taking reinforcing effort and providing homework and practice

Assessment 1: Mental Health Facility Brochure

Students will create a Mental Health Facility brochure to demonstrate their understanding of the Schools of Therapy and how those philosophies are used in the actual treatment of mental health.

The brochure must include:

- the types of treatments offered (brief description)
- what disorders they address (brief description)
- as well as a list of psychologists (brief bio included that discusses their focus).

See appendix page 23 for rubric.

Assessment's Alignment	
CLE	RID, RIM, TSB
CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.2 conduct research 1.4 organize information using tools 1.5 comprehend/evaluate resources 1.8 organize data and ideas 1.10 apply information, ideas and skills 2.7 use information technology CA3 reading nonfiction CA4 formal and informal writing
DOK	2
MASTERY LEVEL	80%

Sample Learning Activities	Sample Assessments
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Learning Activity 2: Diagnosis Schizophrenia-Case Study Activity

Students will become familiar with a DSM-V diagnosis.

- Notes will be given over schizophrenia to give students a basic understanding of the characteristics of this disorder. In addition they will gain an understanding of the different types of schizophrenia.
- Students will then be given two case studies in which they will list the symptoms that meet the DSM-V criteria and determine the type of schizophrenia present in each of the case studies.

See the following documents in the appendix to support this activity:

- Lesson 33 Handout 73 page 1
- Lesson 33 Handout 73 page 2
- Case Study 1
- Case Study 2

Assessment 2: Assuming the Role of a Clinician

Students will assume the role of clinician. They will apply their understanding of the criteria of abnormality and various specific disorders. The following steps will be used:

- 1) read three separate scenarios
- 2) decide if they are normal or abnormal behaviors
- 3) determine whether or not they have a disorder

Students must justify their answer by explaining the criteria used for the diagnosis.

See the following documents in the appendix to support this assessment:

- Critical Thinking Exercise page 387
- Critical Thinking Exercise page 388
- Playing Clinician Handout 10-1

4 points-- The answer correctly identifies whether normal or abnormal behavior and the appropriate disorder (if there is one). The answer provides criteria for the diagnosis and justification is given.

3 points-- The answer correctly demonstrates 3 of the 4 components of the answer listed above.

2 points-- The answer correctly demonstrates 2 of the 4 components of the answer listed above.

1 point-- The answer correctly demonstrates one of the 4 components of the answer listed above

0 points-- 0 of 4 components applied

Activity's Alignment

CLE	RID, TSG
CONTENT	RI- Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.6 discover/evaluate relationships 4.1 support decisions
DOK	2
TEACHING STRATEGIES	summarizing and note taking identifying similarities and differences

Assessment's Alignment

CLE	RID, TSG
CONTENT	RI-Relationships of Individuals and Groups TS-Tools of Social Science Inquiry
PROCESS	1.6 discover/evaluate relationships 3.1 identify and define problems 3.5 reasoning logically CA3 reading nonfiction CA4 formal and informal writing
DOK	3
MASTERY LEVEL	80%

Instructional Support

Student Resources	Teacher Resources
<p><i>Understanding Psychology</i>, Glencoe 2008, Chapters 16 and 17</p> <p>http://www.shrinktank.com/psyfiles.htm http://www.dialogical.net/psychology/index.html http://www.apa.org/ed/curriculum.html http://www.aboutpsychotherapy.com/ http://www.mentalhealth.com/p20-grp.html http://psychcentral.com/disorders/ http://www.merck.com/mmhe/sec07/ch098/ch098d.html http://www.washingtonpost.com/wp-dyn/content/article/2005/06/06/AR2005060601651.html</p>	<p><i>Understanding Psychology</i>, Glencoe 2008, Chapters 16 and 17</p> <p>http://www.shrinktank.com/psyfiles.htm http://www.dialogical.net/psychology/index.html http://www.apa.org/ed/curriculum.html http://www.aboutpsychotherapy.com/ http://www.mentalhealth.com/p20-grp.html http://psychcentral.com/disorders/ http://www.merck.com/mmhe/sec07/ch098/ch098d.html http://www.washingtonpost.com/wp-dyn/content/article/2005/06/06/AR2005060601651.html</p>

Additional Activities
<ul style="list-style-type: none"> ● Video: Beautiful Mind ● Can the Addicted Brain Come Back? Article: http://www.pbs.org/wnet/closetohome/science/html/change.html ● Meth and the Brain. Article: http://www.unca.edu/counselcenter/Pages/Meth%20and%20the%20Brain.pdf

Identity Equity and Readiness			
Gender Equity		Technology Skills	X
Racial/Ethnic Equity		Research/Information	X
Disability Equity		Workplace/Job Prep	