



Marietta City Schools  
2024–2025 District Unit Planner

*AP Psychology*

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| <b>Unit title</b> | Unit 5: Physical and Mental Health | <b>Unit duration (hours)</b> | 15-25% Exam<br>9 Days<br>5 AP Exam Review |
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

5.1 Introduction to Health Psychology

5.2 Positive Psychology

5.3 Explaining and Classifying Psychological Disorders

5.4 Selection of Categories of Psychological Disorders

5.5 Treatment of Psychological Disorders

GSE: SSPBC2; SSPBC3

SSPFR2; SSPSP1d

**Map and Globe Skills:**

12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Information Processing Skills:**

7. interpret timelines

16. check for consistency of information

**SS Reading Skills:**

L11-12RHSS4

L11-12RHSS7

**SS Writing Skills:**

L11-12WHST1; L11-12WHST2

**MCS Gifted Stds:**

S4A, S4B, S4C, S5A, S5B, S5C, S5D

**Essential Questions**

**Stress and Coping**

- How does stress affect mental and physical health?
- What are the main sources of stress, and how do they impact individuals differently?
- How do biological, psychological, and social factors influence stress responses?
- What are effective coping strategies for managing stress?

**Psychological Disorders**

- What criteria are used to define abnormal behavior?
- How do psychological disorders develop, and what are the key factors (biological, psychological, social) contributing to them?
- What are some common misconceptions about mental health disorders?
- How does culture influence the perception and diagnosis of mental disorders?

**Treatment of Psychological Disorders**

- What are the major types of psychological therapies, and how do they work?
- How do biomedical treatments (e.g., medications, electroconvulsive therapy) differ from psychotherapeutic approaches?
- What role do ethics play in the treatment of mental health disorders?
- How do we evaluate the effectiveness of different treatments for psychological disorders?

**Health Psychology and Lifestyle Choices**

- How do lifestyle choices (e.g., diet, exercise, sleep) impact both mental and physical health?
- What role does behavior play in the development and prevention of health problems?

- How do health psychologists work to promote wellness and prevent illness?
- How do social factors, like socioeconomic status and cultural beliefs, influence health behaviors and outcomes?

#### **Mind-Body Connection**

- What is the relationship between mental health and physical health?
- How do psychological factors influence the immune system and vulnerability to illness?
- How can positive mental health practices enhance physical well-being?

#### **Assessment Tasks**

*List of common formative and summative assessments.*

#### **Formative Assessment(s):**

- Disorder Quiz
- Character Case
- Study Diagnosis Project
- Therapies Quiz
- Skits/Tableaus on Anxiety Disorders
- Role Play Formative

#### **Summative Assessment(s):**

- Therapy Project- The Doctor is in
- Unit 5 Summative
- Unit 5 EBQ and Unit 5 AAQ
- AP Exam Review Cram Packet
- Group Review Games per unit.

**Learning Experiences**

Add additional rows below as needed.

| <b>Objective or Content</b>              | <b>Learning Experiences</b>  | <b>Personalized Learning and Differentiation</b><br><br>All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB. |
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| <b>Introduction to Health Psychology</b> | A walk around the block simulation.<br><br>Notes for All Unit 5.<br><br>Class discussion On deviant vs. distressful vs dysfunctional vs insanity to introduce DSM.<br><br>Being Sane in Insane Discuss the Rosenhan Study-<br><a href="https://www.youtube.com/watch?v=D8OxdGV_7lo">https://www.youtube.com/watch?v=D8OxdGV_7lo</a>  | Read Developmental Issues, Prenatal Development, and the Newborn<br><br>Read Physical and Cognitive Development of Infancy and Childhood<br><br>Pre-teach academic vocabulary through flipped learning homework        |
| <b>Positive Psychology</b>               | <b>1. Gratitude Journals</b> <ul style="list-style-type: none"><li>● <b>Activity:</b> Students keep a gratitude journal for one week, writing down three things they're grateful for each day.</li><li>● <b>Objective:</b> Highlight the impact of gratitude on mood and overall well-being.</li></ul> <b>2. Random Acts of Kindness</b> <ul style="list-style-type: none"><li>● <b>Activity:</b> Encourage students to perform small acts of kindness throughout the week and reflect on their experiences and how it affected their mood.</li><li>● <b>Objective:</b> Show how prosocial behavior and kindness boost personal well-being and foster positive relationships.</li></ul> <b>3. Signature Strengths Identification</b> | Scaffolded learning via chunking information   |

- **Activity:** Have students take a strengths survey, such as the VIA Character Strengths Test, to identify their top strengths and discuss how they can use these in daily life.
- **Objective:** Increase self-awareness and help students understand the role of strengths in promoting a fulfilling life.

#### 4. Mindfulness Meditation Session

- **Activity:** Lead a short mindfulness meditation or use an app like Headspace. Reflect as a class on how mindfulness might contribute to mental clarity and emotional regulation.
- **Objective:** Teach the benefits of mindfulness for reducing stress and improving focus.

#### 5. Best Possible Self Exercise

- **Activity:** Ask students to write about their “best possible self” five or ten years in the future and imagine how they can achieve this vision.
- **Objective:** Enhance optimism and goal-setting by visualizing a positive future.

#### 6. Positive Psychology Film Analysis

- **Activity:** Watch clips from films like *Inside Out* or *The Pursuit of Happyness* and analyze the positive psychology themes present, such as resilience, growth, or optimism.
- **Objective:** Explore real-life applications of positive psychology concepts.

#### 7. Savoring the Moment Exercise

- **Activity:** Assign students a task to intentionally savor a moment (e.g., during a meal or spending time in nature) and then reflect on how they felt.
- **Objective:** Encourage students to practice savoring to enhance joy in everyday experiences.

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|  | <p><b>8. Positive Relationships Discussion</b></p> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Discuss what makes a positive relationship and have students identify examples in their lives. They can also reflect on how they can nurture these connections.</li> <li>● <b>Objective:</b> Highlight the impact of relationships on well-being and social support.</li> </ul> <p><b>9. Growth Mindset and Grit Reflection</b></p> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Discuss Carol Dweck’s growth mindset theory and Angela Duckworth’s concept of grit. Students can then reflect on a personal experience where they persevered through a challenge.</li> <li>● <b>Objective:</b> Emphasize the importance of resilience, perseverance, and adaptive mindset for long-term success.</li> </ul> <p><b>10. Weekly Check-In on “Three Good Things”</b></p> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Each week, have students write down three positive things that happened and share how these moments made them feel.</li> <li>● <b>Objective:</b> Train students to notice the positives in life, increasing their sense of gratitude and well-being over time.</li> </ul> |  |
| <p><b>Explaining and Classifying Psychological Disorders</b></p> | <p><b>Disorder Research and Presentation</b></p> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Assign each student or group a specific psychological disorder to research, using the DSM-5 criteria. Students should prepare a presentation covering symptoms, prevalence, causes, and treatment options.</li> <li>● <b>Objective:</b> Familiarize students with various disorders, helping them understand diagnostic criteria and distinguishing features.</li> </ul> <p><b>2. Symptom and Disorder Matching Game</b></p> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Create cards with symptoms on one set and disorders on another.</li> </ul>  | <p>Read Cognitive and Moral Reasoning.</p> <p>Read Social Development of Infancy and Childhood</p> <p>Read Adolescence and Social Development</p> <p>Learning through role play</p> <p>Self-directed learning by way of problem-based learning</p> |

Students work in pairs or small groups to match symptoms to the correct disorder.

- **Objective:** Reinforce understanding of symptom clusters and classification, improving diagnostic reasoning.

### 3. Case Study Analysis

- **Activity:** Present case studies that describe individuals exhibiting certain symptoms. Students discuss and determine possible diagnoses, referring to DSM-5 criteria. Follow up with a discussion about differential diagnosis.
- **Objective:** Develop critical thinking and diagnostic skills by practicing with realistic scenarios.

### 4. "Misconceptions vs. Facts" about Mental Illness

- **Activity:** Present common misconceptions about mental illness and have students identify or research the correct facts. Discuss the impact of stigma and misinformation on individuals with psychological disorders.
- **Objective:** Encourage empathy, dispel myths, and educate students about societal views and challenges.

### 5. Role-Playing Diagnostic Interviews

- **Activity:** In pairs, students role-play a clinical interview, with one acting as a psychologist and the other as a patient exhibiting symptoms of a chosen disorder. The "psychologist" must ask questions to narrow down a possible diagnosis.
- **Objective:** Help students understand the diagnostic process and develop empathy by "experiencing" symptoms.

### 6. Creating a DSM-5 Mini Guide

- **Activity:** Assign students to create a mini-guide to selected DSM-5 disorders. Each entry should include symptoms, diagnostic criteria, and potential treatment options.
- **Objective:** Deepen understanding of the DSM-5 and its organizational structure by

creating a quick-reference resource.

#### 7. “Theoretical Perspectives” Analysis

- **Activity:** For various disorders, students explore different theoretical perspectives (e.g., biological, cognitive, psychoanalytic, behavioral) to explain possible causes.
- **Objective:** Show how disorders can be understood from multiple perspectives and reinforce the biopsychosocial approach to mental health.

#### 8. Group Debate on Diagnosis Challenges

- **Activity:** Divide students into groups to debate the complexities of diagnosis (e.g., cultural differences, stigma, overlapping symptoms) and ethical considerations in labeling individuals.
- **Objective:** Discuss the challenges of classification and the importance of cultural sensitivity and ethical concerns in diagnosis.

#### 9. Media Representation Analysis

- **Activity:** Watch clips from movies, shows, or documentaries that portray characters with psychological disorders. Discuss how accurately these portrayals reflect the symptoms and diagnostic criteria.
- **Objective:** Build media literacy around psychological disorders and challenge stereotypes or inaccuracies in popular culture.

#### 10. Disorder Family Tree Activity

- **Activity:** Have students create a “family tree” of related disorders (e.g., mood disorders, anxiety disorders) that maps out symptoms and differentiates each type within the category.
- **Objective:** Visually organize disorders by category and understand how symptom clusters create distinct diagnostic groups.



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| <p><b>Selection of Categories of Psychological Disorders</b></p> | <p>PPT - Anxiety Disorders<br/>Walk in our Shows- Show website and listen to one story of each:</p> <ol style="list-style-type: none"> <li>Phobias- Jesse and Emma</li> <li>Panic Disorder- Andrea and Ben</li> <li>Generalized Anxiety Disorder (GAD)- Jasmine and Mitchell</li> <li>PTSD- Eric and Lucie</li> <li>OCD- Debbie and Jamal</li> </ol> <p>The Mind Explained... Anxiety<br/><a href="https://www.netflix.com/watch/81062190?trackId=13752289&amp;tctx=0%2C0%2C6dff2283c0907751ccc6a%3A8750e4b2a7140de9e73b87f4d30320900aec9701%2C%2C">https://www.netflix.com/watch/81062190?trackId=13752289&amp;tctx=0%2C0%2C6dff2283c0907751ccc6a%3A8750e4b2a7140de9e73b87f4d30320900aec9701%2C%2C</a></p> <p>Mood Disorders PPT</p> <p>Excerpts of a Beautiful Mind.<br/>Powerpoint: Schizophrenia and Other Disorders<br/>Teen Medical Mystery: <a href="https://www.youtube.com/watch?v=gbQK8uclAw">https://www.youtube.com/watch?v=gbQK8uclAw</a><br/>Read and discuss the story in Myers Text Mark from Plotnik.<br/>Dissociative Identity Disorder Part 1: <a href="https://www.youtube.com/watch?v=YXuG2z139yA">https://www.youtube.com/watch?v=YXuG2z139yA</a><br/>Part 2: <a href="https://www.youtube.com/watch?v=6XlKOC-WnZo">https://www.youtube.com/watch?v=6XlKOC-WnZo</a></p> | <p>Read Culture, Gender, and Other Environmental Influences .</p> <p>Self-directed learning by way of problem-based learning</p> <p>Reading in partners and pairs, table sets and individually.</p> <p>Extended learning via Crash course and Edpuzzle videos</p> |
| <p><b>Treatment of Psychological Disorders</b></p>               | <p>Review Twin and Adoption studies with genetic predisposition on factors to produce schizophrenia.</p> <p>Dinner Party for Personality Disorders.</p> <p>FRQ</p> <p>6 groups to present Perspective on therapies:</p> <ol style="list-style-type: none"> <li>Psychoanalytic therapy</li> <li>Humanistic therapy</li> <li>Behavioral therapies</li> <li>Cognitive therapies</li> <li>Drug therapies</li> <li>Other Biomedical therapies</li> </ol>   | <p>Extended learning via TEDTalk and Edpuzzle videos</p> <p>Teacher centered notes with guided notes and class discussion built in.</p> <p>Individual student choice and listening processing.</p> <p>Table talks.</p>  |

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|  | The Doc is In Case Study Diagnosis Game |  |
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| <b>Content Resources</b> |  |  |
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| AP Classroom, Barron's AP Psychology, Myers Understanding Psychology Updated 3rd Edition. Ppt and Prezi Notes, Quizlet, Kahoot, Quizziz and Blookets review for all units. |  |  |
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