

Behavioral Psychology: Abnormal Psychology

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe biological, psychological, and sociocultural factors in order to explain their influence on human behaviors and perceptions. - Students will demonstrate the ability to examine and apply psychological knowledge in order to draw evidenced based conclusions. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - D2.Psy.4.9-12. Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants. - D2.Psy.6.9-12. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. - D2.Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. - D2.Psy.13.9-12. Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. - D2.Psy.14.9-12. Use information from different psychological sources to generate research questions. - D2.Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. - D2.Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. - D2.Psy.18.9-12. Apply psychological knowledge to their daily lives. - D2.Psy.19.9-12. Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. - D2.Psy.21.9-12. Discuss ways in which the applications of psychological science can address domestic and global issues. - D2.Soc.14.9-12. Explain how in-group and outgroup membership	Transfer	
	Students will be able to independently use their learning to make informed decisions based on their understanding of the behavioral science of psychology.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives.	ESSENTIAL QUESTIONS When should insanity be used as a defense in a crime?
	Acquisition	
	Students will know... - that there are contemporary and historical conceptions of what constitutes psychological disorders. - that the Diagnostic and Statistical Manual of Mental Disorders (DSM), published by the American Psychiatric Association, is the primary reference for making diagnostic judgments. - that the major diagnostic categories in the DSM and their corresponding symptoms are used to evaluate treatment and course of action. - that the strengths and limitations of various approaches are used to treat psychological disorders. - that there are positive and negative consequences of diagnostic labels (e.g., the Rosenhan study). - that the insanity defense and confidentiality of a patient often are difficult to identify and maintain in the legal system. <u>vocabulary:</u> DSM, medical model, psychoanalytic	Students will be skilled at... - adhering to and consider the impact of guidelines. - collecting and analyze data to answer a question. - exploring multicultural and global perspectives. - explaining the complexities of human thought and behavior and individual differences. - explaining common themes. - generating research questions using information from multiple sources. - formulating conclusions using existing evidence. - using critical thinking skills. - applying psychological knowledge. - applying major theoretical approaches to multiple issues. - discussing how applications of psychological science can address issues. - explaining influences. - analyzing the change over time in how societies promote the common good and protect rights.

influences the life chances of individuals and shapes societal norms and values. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	approach, humanistic approach, cognitive approach, biological approach, sociocultural approach, Rosenhan study	
Content Area Literacy Standards		21st Century Skills
• RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>reason effectively</i> • <i>think creatively</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	