

Psychology: Abnormal Psychology & Personality

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - 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 define a problem and develop a solution as a means for taking informed action. - 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. Content Standards: - Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives. - Psy.3.9-12. Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. - Psy.7.9-12. Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior - Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. - Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. - Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to act responsibly and make informed decisions based upon their understanding of human behavior.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - through a variety of approaches psychologists are trying to understand why people are different and how these differences develop. - predicting a person's behavior in a specific situation is a goal of personality theories. - there are genetic predispositions to behavioral patterns, but human behavior is also influenced by the environment. - psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.	ESSENTIAL QUESTIONS - What is normal? - How should one draw the line between normality and disorder? - What is the role of free will and personality?
	<i>Acquisition</i>	
	Students will know... - that personality is defined as the relatively stable patterns of thinking, feeling, and acting possessed by an individual. - that the five basic approaches/theories of personality – psychoanalytic, the trait approach, the behavioral, the humanistic approach, and the sociocultural approach. - that there are many psychoanalytic theories including Sigmnd Freud's ID, EGO, SUPEREGO, and defense mechanisms. - that students will understand that Freudian and Neo-Freudian thought influences how psychologists and psychiatrists diagnose mental illness by looking for signs of abnormal behavior, such as maladaptive, irrational, unpredictable, or bizarre	Students will be skilled at... - investigating human behavior through multiple perspectives. - discussing necessary psychological research to plan, conduct, and interpret research results. - understanding the multiple perspectives to describe human behavior from a global perspective. - explaining the complexities of human thought and behavior and individual differences. - describing the influence of multiple factors. - explaining the interaction of biology and experience.

● Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. ● Psy.12.9-12. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world ● 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. ● Psy.14.9-12. Use information from different psychological sources to generate research questions ● Psy.15.9-12. Use existing evidence and formulate conclusions about psychological phenomena. ● Psy.16.9-12. Use critical thinking skills to become better consumers of psychological knowledge. ● Psy.17.9-12. Acknowledge the interconnectedness of knowledge in the discipline of psychology. ● Psy.18.9-12. Apply psychological knowledge to their daily lives. ● Psy.20.9-12. Suggest psychological based ethical solutions to actual problems including, but not limited to, those encountered in education, business, and industry, and the environment ● Psy.23.9-12. Apply psychological knowledge to civic engagement. ● D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	actions, or behavior that causes distress to the individual or others. ● that disorders are classified according to their symptoms. ● that the major categories of psychological disorders are anxiety disorders. ● that biological issues as well as psychological issues may trigger psychological disorders. ● that there are ways that abnormal behavior is identified. ● that abnormal psychology differs from normal psychology. ● that there are various perspectives on mental illness. ● that there are ways that mental illness is classified. <u>vocabulary:</u> Sigmund Freud, Karen Horney, Carl Rogers, personality, identity, defense mechanisms, ego, id, superego, morality, persona, Erik Eriksson, Carl Jung, Alfred Adler, archetypes, personality traits, different personality clusters, DSM, amnesia, compulsions, delusions, obsessions, phobias, schizophrenia, anxiety disorders, somatoform disorders, dissociative disorders, affective or mood disorders, psychotic disorders, personality disorders, disorders of childhood	● explaining influences on individual cognitive and physical abilities. ● understanding the cultural factors and their role in human interaction. ● explaining the common themes across multiple fields of Psychology. ● synthesizing information from multiple sources. ● formulating conclusions using existing evidence. ● using critical thinking skills. ● acknowledging the interconnectedness of knowledge. ● applying psychological knowledge. ● suggesting psychological based ethical solutions for problems. ● applying major theoretical approaches to characteristics of culture. ● understanding the relationship between psychological knowledge and civic engagement. ● taking informed action.
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 grades 11-12 texts and topics. ● 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>assess and evaluate information</i> ● <i>work creatively with others</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<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	