

**CARLISLE AREA SCHOOL DISTRICT**

**Carlisle, PA 17013**

**PSYCHOLOGY**

**GRADE 11 and 12**

**(ELECTIVE)**

Date of Board Approval: May 16, 2019

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Psychology	<b>SUBJECT:</b>	Social Studies	<b>GRADE LEVEL:</b>	11&12
<b>COURSE LENGTH:</b>	Year	<b>DURATION:</b>	50 minutes/day	<b>FREQUENCY:</b>	5 days/wk
<b>PREREQUISITES:</b>	None	<b>CREDIT:</b>	1.0	<b>LEVEL:</b>	Open

### **Course Description/Objectives:**

Psychology is a social studies elective for juniors and seniors. The purpose of this course is to develop a basic understanding of all aspects of Psychology. This introductory Psychology course teaches students how the functions of the brain explain behavior. This course will examine common sense psychology to understand your performance in school, athletics, and life. The core curriculum for the course will center on developmental psychology, history of psychology, sensory and perception, social psychology, altered states of consciousness, and examining mental illness. Numerous activities including role-play, reading, self-tests, projects, experiments, original research, and others are used to transfer theory to practical application.

**Text:** *Understanding Psychology*, Glencoe, Copyright 2014

**Curriculum Writing Committee:** Jeremiah Henry      Charles Roeder

## COURSE TIMELINE

### **Unit 1: History and Research of Psychology**

13 days

- Evolution of Psychology
- Importance of Social Science
- Schools of Thought

### **Unit 2: Biological Base of Behavior**

20 days

- Human Brain
- Function of Nervous System
- Edocrine System
- Impact of Injury and Illness on Behavior

### **Unit 3: Learning**

18 days

- Operant Conditioning
- Classical Conditioning
- Social Learning

### **Unit 4: Memory and Thought**

16 days

- Creation of Memory
- Forgetting
- Problem Solving

### **Unit 5: Development**

20 days

- Neonatal Development
- Child Development Theories
- Adolescent Identity Development

### **Unit 6: Sensation and Perception**

15 days

- Sensation Limitations and Abilities
- Principles of Perception

<b>Unit 7: States of Mind</b>	17 days
<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Emotion</li> <li>• Altered States</li> <li>• Sleep and Dreams</li> </ul>	
<b>Unit 8: Abnormal Psychology</b>	20 days
<ul style="list-style-type: none"> <li>• Defining Abnormal Behavior</li> <li>• Mental Illnesses</li> </ul>	
<b>Unit 9: Treatment</b>	12 days
<ul style="list-style-type: none"> <li>• Psychotherapy</li> <li>• Pharmacological</li> <li>• Institutionalization</li> </ul>	
<b>Unit 10: Social Psychology</b>	15 days
<ul style="list-style-type: none"> <li>• Attribution</li> <li>• Group Formation Process</li> </ul>	
<b>Unit 11: Psychology of Hatred</b>	10 days
<ul style="list-style-type: none"> <li>• Implicit Associations</li> <li>• Impact of Exposure</li> </ul>	
	<b>TOTAL 175 days</b>

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	13 days
<b>UNIT #1:</b>	History and Research of Psychology	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research
Reading CC.8.5.11-12.B	Determine essential ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Perspectives in Psychological Science 1.1	Define Psychology as a discipline and identify its goals as a science.
Perspectives in Psychological Science 1.3	Describe perspectives employed to understand behavior and mental processes.
Perspectives in Psychological Science 1.4	Explain how Psychology evolved as a scientific principle.
Perspectives in Psychological Science 2.3	Identify the important role psychology plays in benefitting society and improving people’s lives.
Research Methods, Measurement, and Statistics 1.1	Describe the scientific method and its role in psychology.
Research Methods, Measurement, and Statistics 1.4	Discuss how and why psychologists use non-human animals in research.
Research Methods, Measurement, and Statistics 2.1	Identify ethical standards psychologists must address regarding research with human participants
Research Methods, Measurement, and Statistics 3.2	Define forms of qualitative data and explain how they are used by psychological scientists.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	13 days
<b>UNIT #1:</b>	History and Research of Psychology	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will understand where psychology began, how it has evolved, and where the social science plans to go in the future. Students will learn about the various uses of the scientific method and the schools of psychological thought aimed at advancing the understanding of human behavior and the brain.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Complete a constructing support matrix for the three most influential schools of thought. Describe their primary beliefs, areas of concern, and importance within the history of psychology. Evaluate the primary forms of research as they are applied to research on human beings. Describe the value of each form of research and describe the ethical considerations of each one that must be addressed.

### KNOW

Schools of thought in Psychology

Application of the scientific method in a social science

Evolution of Psychology

### DO

Evaluate the impact of vital moments in the history of Psychology from Ancient Greece to the Present.

Analyze the positive and negative impact of the inclusion of ethics in research.

Compare and contrast the schools of thought in psychology.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	20 days
<b>UNIT #2:</b>	Biological Base of Behavior	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
Writing CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Writing CC.8.6.11-12.F	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.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Biological Base of Behavior 1.1	Identify the major divisions and subdivisions of the human nervous system.
Biological Base of Behavior 1.2	Identify the parts of the neuron and describe the basic process of neural transmission.
Biological Base of Behavior 1.3	Differentiate between structures and functions of the various parts of the central nervous system.
Biological Base of Behavior 1.4	Describe lateralization of brain functions.
Biological Base of Behavior 1.5	Discuss the mechanisms and the importance of plasticity of the nervous system.
Biological Base of Behavior 2.1, 2.2	Describe how the endocrine glands are linked to the nervous system. Describe the effects of hormones on behavior and mental processes.
Language Development 3.1	Identify the brain structures associated with language.
Language Development 3.2	Discuss how damage to the brain may affect language.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	20 days
<b>UNIT #2:</b>	Biological Base of Behavior	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will understand how the nervous and endocrine systems control human behavior. Students will recognize the impact of neuroplasticity and gender on the human brain. Students will examine the purpose of whole brain activities and the roles various sections play in behavior.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Describe function during a normal day. Describe each part of the brain used and what it did to allow humans to function in the world that day. Write a chapter of a new book called “Men are from Pluto and Women are from Mercury.” Utilize the resources “The Female Brain” and “The Male Brain” to attempt to explain some of the major differences in the genders due to differences in the brain.

### KNOW

The parts and functions of the brain, neuron, nervous system, and endocrine system

Human injuries and illnesses that affect these systems

### DO

Analyze functions of right brain/left brain.

Demonstrate the relationship between the neuron, brain, and nervous system.

Differentiate among important functions of the brain.

Analyze case study of patients with an injury or illness relating to the brain or endocrine system. (Essay)

Compare and contrast neurotransmitters and hormones.

Compare the typical brains of the female and male.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	18 days
<b>UNIT #3:</b>	Learning	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Reading CC.8.5.11-12.D	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
Writing CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection and research
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Learning 1.1	Describe the principles of classical conditioning.
Learning 1.2	Describe clinical and experimental examples of classical conditioning.
Learning 1.3	Apply classical conditioning to everyday life.
Learning 2.2	Describe the principles of operant conditioning.
Learning 2.3	Describe clinical and experimental examples of operant conditioning.
Learning 2.4	Apply operant conditioning in everyday life.
Learning 3.1	Describe the principles of observational and cognitive learning.
Learning 3.2	Apply observational and cognitive learning to everyday life.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	18 days
<b>UNIT #3:</b>	Learning	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will develop an understanding of the impact reinforcement and conditioning have on human behavior and identify applications of this knowledge to influence human actions.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a plan to improve your human behavior. The plan must utilize all of the forms of operant conditioning and address/describe the changes made. Explain why the application of operant conditioning is more effective. Determine which type of learning is the most important in a student's life. Rank social learning, operant conditioning, and classical conditioning as most important to least important. Describe each type of learning, providing examples from real life, and defending each ranking.

### KNOW

Impact of operant conditioning on schools

Importance of classical conditioning in influencing behavior

Social learning models influence over the individual

### DO

Infer the impact of various social learning models.

Demonstrate the impact of advertisements on consumer behavior by creating commercials using classical conditioning.

Design an alternative behavior modification system applying operant conditioning.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	16 days
<b>UNIT #4:</b>	Memory and Thought	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.F	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.
Writing CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Memory 1.1	Identify factors that influence encoding.
Memory 2.1	Describe the difference between working and long-term memory.
Memory 2.2	Identify and explain biological processes related to how memory is stored.
Memory 2.3	Discuss types of memory and memory disorders (e.g., amnesias, dementias).
Memory 2.4	Discuss strategies for improving the storage of memories.
Memory 3.1	Analyze the importance of retrieval cues in memory.
Memory 3.2	Explain the role that interference plays in retrieval.
Memory 3.4	Explain how memories can be malleable.
Thinking 1.1	Define cognitive processes involved in understanding information.
Thinking 1.2	Define processes involved in problem solving and decision making.
Thinking 1.3	Discuss human problem-solving abilities.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	16 days
<b>UNIT #4:</b>	Memory and Thought	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will understand how a human being encodes, stores, retrieves, and forgets information that can influence their ability to solve problems.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Complete a research essay on an illness or phenomenon related to forgetting. Choose from options, to include Alzheimer’s disease, post-concussion syndrome, and infant amnesia. Identify the various explanations for the illness or phenomena. Synthesize the explanations with the schools of thought in order to demonstrate deeper connections. Evaluate the thought processes used to solve the various puzzles of the puzzle palace. Describe the attempt at solving the dilemma. Decide which types of thought were utilized. Determine which types of problem solving were needed to solve the puzzles.

### KNOW

Process by which information is encoded, stored and retrieved

Problem solving methods and types of thought

### DO

Dramatize how an earworm moves through a person’s memory process.

Determine why people forget.

Develop strategies to increase recall.

Analyze responses to the Puzzle Palace and explain how problem-solving abilities can be further developed.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	20 days
<b>UNIT #5:</b>	Development	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
Reading CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Writing CC.8.6.11-12.F	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.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Life Span & Development 1.4	Describe the roles of sensitive and critical periods in development.
Life Span & Development 2.1	Discuss theories of cognitive development.
Life Span & Development 2.2	Discuss theories of moral development.
Life Span & Development 2.3	Discuss theories of social development.
Life Span & Development 3.2	Describe newborns' reflexes, temperament, and abilities.
Life Span & Development 4.4	Describe the development of communication and language.
Life Span & Development 5.1	Describe physical and motor development.
Life Span & Development 5.2	Describe how memory and thinking ability develops.
Life Span & Development 5.3	Describe social, cultural, and emotional development through childhood.
Life Span & Development 6.2	Describe the development of reasoning and morality.
Life Span & Development 6.4	Discuss the role of family and peers in adolescent development.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	20 days
<b>UNIT #5:</b>	Development	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will examine how a person develops socially, morally, physically, sexually, and cognitively from birth through adolescence. Students will use that knowledge to assess child development and compare the impact of cultures on adolescent development.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Choose one game for a three-year-old and evaluate it based upon the abilities a three-year-old has according to the primary child development theories. Write an essay deciding on a most appropriate game, least appropriate game, and a game a parent could alter to make it perfect for a three-year-old. Evaluate your moral, cognitive, and social development as an adolescent. Evaluate your placement in the primary theories. Contrast your development to that of Faron Yoder, an Amish adolescent dealing with the time period known as Rumspringa.

### KNOW

Types of neonatal reflexes

Timeline of human development

Primary theories explaining cognitive, social, gender, and moral development

Identity and social changes of adolescence

### DO

Conclude the positive and negative behaviors that are the result of neonatal reflexes.

Utilize the theories of development to determine the age appropriateness of children's games.

Analyze the differences in adolescence from one culture to another.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	15 days
<b>UNIT #6:</b>	Sensation and Perception	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Writing CC.8.6.11-12.F	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.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Sensation and Perception 6.1	Discuss processes of sensation and perception and how they interact.
Sensation and Perception 6.1	Explain the concepts of threshold and adaptation.
Sensation and Perception 6.1	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
Sensation and Perception 6.1	Describe the visual sensory system.
Sensation and Perception 6.1	Describe the auditory sensory system.
Sensation and Perception 6.2	Explain Gestalt principles of perception.
Sensation and Perception 6.2	Describe the importance of perceptual constancies.
Sensation and Perception 6.2	Describe the nature of attention.
Sensation and Perception 6.2	Explain how experiences and expectations influence perception.
Sensation and Perception 6.2	Discuss factors influencing attraction and relationships.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	15 days
<b>UNIT #6:</b>	Sensation and Perception	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will develop an understanding of the visual and auditory processes. Students will examine how humans use perception to fill in the gaps of imperfect sensation.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Evaluate three famous pieces of art utilizing the Gestalt Principles found within the artwork. Compare and contrast the uses of these principles by each artist. Evaluate which piece of art impacts human perception the best through the use of the Gestalt principles.

### KNOW

Parts and functions of the eye and ear

Gestalt principles

Factors involved in implicit association

### DO

Illustrate the fault in our sensations using illusions and misperceptions.

Demonstrate how Gestalt principles lead to true and false conclusions about people.

Compare and contrast personal perceptions with your classmates.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	17 days
<b>UNIT #7:</b>	States of Mind	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
Reading CC.8.5.11-12.D	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Writing CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Motivation 1.1	Explain biologically based theories of motivation.
Motivation 1.2	Explain cognitively based theories of motivation.
Motivation 2.3	Discuss achievement motivation.
Emotion 1.1	Explain the biological and cognitive components of emotion.
Emotion 1.3	Differentiate among theories of emotional experience.
Emotion 2.1	Explain how biological, cultural and gender specific factors influence emotional interpretation and expression.
Consciousness 1.1	Identify the states of consciousness.
Consciousness 2.2	Describe the sleep cycle.
Consciousness 2.5	Compare theories about the function of dreams.
Social Interactions 2.1	Describe the power of the situation and presence of authority figures on an individual's behavior.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	17 days
<b>UNIT #7:</b>	States of Mind	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will examine motivation, emotion, and sleep to understand how these behaviors influence the entire brain and alter human behavior.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Analyze your sleep patterns and create a plan to become a more effective and consistent sleeper. Choose an illegal or legal drug to evaluate. Determine which neurotransmitters the drug is mimicking and describe the impact on the body. Predict the addictive qualities of the drug and the long-term impact on a human using these drugs.

### KNOW

The stages of a REM Cycle  
 Freud's Iceberg Model  
 Types of dreams  
 Impact of drugs on the brain  
 Types of motivation  
 Sequence of events in emotion

### DO

Compare and contrast the effects of drugs vs. neurotransmitters, and explain addiction.  
 Describe types of motivation and their impact on the individual's motivation.  
 Compare and contrast the various human emotions and their biological basis.  
 Validate the purposes of the stages of the REM Cycle.  
 Evaluate your own sleeping habits.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	20 days
<b>UNIT #8:</b>	Abnormal Psychology	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
Reading CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Writing CC.8.6.11-12.F	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.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Abnormal Psychology 8.1	Define psychologically abnormal behavior.
Abnormal Psychology 8.1	Describe historical and cross-cultural views of abnormality.
Abnormal Psychology 8.1	Define stress as a psychophysiological reaction.
Abnormal Psychology 8.1	Explain physiological and psychological consequences for health.
Abnormal Psychology 8.1	Discuss how stigma relates to abnormal behavior.
Abnormal Psychology 8.2	Describe major models of abnormality.
Abnormal Psychology 8.3	Discuss challenges associated with diagnosis.
Abnormal Psychology 8.3	Describe symptoms and causes of major categories of psychological disorders (mood, anxiety, personality, schizophrenia).
Abnormal Psychology 8.4	Describe the classification of psychological disorders.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	20 days
<b>UNIT #8:</b>	Abnormal Psychology	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will understand the technical difference between normal and abnormal behavior. Students will be able to understand the impact mental illness has on a human's life in order to better empathize with the many people who suffer from mental health disorders.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a creative essay about a day in the life of a mentally ill student at Carlisle High School. Select a mental illness and explain why it impacts an individual the way that it does. Include the chemical changes and the behavioral changes, utilizing the description of symptoms found within the DSM-IV. Discuss and evaluate possible treatments and cures.

### KNOW

The differences between disorders, neurosis, and psychosis

Classification of mental illnesses

Diagnostic criteria for mental illnesses

### DO

Distinguish between normal and abnormal behavior using the 4 D's.

Role play a mental illness or treatment professional using case studies to synthesize the symptoms that make up an illness.

Compare the methods of classifying mental illness over the past century.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	12 days
<b>UNIT #9:</b>	Treatment	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Reading CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Writing CC.8.6.11-12.A	Write arguments focused on discipline-specific content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follow from or supports the argument present.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Treatment of Psychological Disorders 9.1	Explain how psychological treatments have changed over time and among cultures.
Treatment of Psychological Disorders 9.1	Match methods of treatment to psychological perspectives.
Treatment of Psychological Disorders 9.1	Identify treatment providers for psychological disorders and the training required for each.
Treatment of Psychological Disorders 9.2	Explain why psychologists use a variety of treatment options.
Treatment of Psychological Disorders 9.3	Identify ethical challenges involved in delivery of treatment.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	12 days
<b>UNIT #9:</b>	Treatment	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will develop an understanding of the three primary components of treatment in mental health: psychotherapy, medication, and institutionalization. Students will weigh the pros and cons of each method in order to better understand the options from which the mentally ill must choose.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compare and contrast the four primary forms of psychotherapy. Evaluate which form of therapy would be most effective if seeking treatment from a psychotherapist. Evaluate the process of creating and approving a new medication. Then, construct an argument on the lack of mental illness medications due to the lack of human testing for “nonlethal” illnesses.

### KNOW

Schools of thought in psychotherapy

Benefits and reasons for therapy

Drug approval process

Pros and cons of medication

Types of institutionalization

### DO

Analyze the problems and benefits of mental institutions

Apply the various types of psychotherapies to case studies

Evaluate the drug approval process

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	15 days
<b>UNIT #10:</b>	Social Psychology	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Reading CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter uncertain.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Social Interactions 1.1	Describe attributional explanations of behavior.
Social Interactions 2.3	Describe how group dynamics influence behavior.
Sociocultural Diversity 1.3	Discuss the relationship between culture and conceptions of self and identity.
Sociocultural Diversity 1.4	Discuss psychological research examining race and ethnicity.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	15 days
<b>UNIT #10:</b>	Social Psychology	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will understand the group formation process and the impact that process has on the behavior of the individual in maintaining our social groups.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Appraise group interaction from the fish bowl activity. Evaluate the effectiveness of the group during the completion of tasks. Evaluate the leaders of the group and describe their leadership styles and techniques. Evaluate the roles of the group and apply all appropriate roles to the members of the group.

### KNOW

Characteristics of a group  
 Use attribution theory to explain group behaviors  
 Stages of group development

### DO

Apply the task and maintenance roles of a group.  
 Compare and contrast types of communication in a group.  
 Analyze the group dynamic concepts in real life situations.

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	10 days
<b>UNIT #11:</b>	Psychology of Hatred	<b>GRADE:</b>	11&12

<b>STANDARDS:</b>	
<b>Type of Standard:</b>	
<b>PA Common Core Standards</b>	
Writing CC.8.6.11-12.E	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Reading CC.8.5.11-12.F	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>National Standards in Specialist Areas (APA National Standards for High School Curricula)</b>	
Sociocultural Diversity 1.4	Discuss psychological research examining race and ethnicity.
Sociocultural Diversity 2.5	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
Sociocultural Diversity 2.6	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
Social Interactions 3.1	Discuss the nature and effects of stereotyping, prejudice and discrimination.
Social Interaction 3.3	Discuss influences of social relations on aggression and conflict.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Psychology	<b>TIME FRAME:</b>	10 days
<b>UNIT #11:</b>	Psychology of Hatred	<b>GRADE:</b>	11&12

## UNDERSTANDINGS

Students will understand the roles that perception, conditioning, reinforcement, and cognition play within interactions among groups. Students will explore both positive and negative consequences.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Complete a self-assessment to determine natural bias. Evaluate biases and determine what to do, based upon the primary theories, to ensure that these biases do not turn into discrimination or prejudice.

<b>KNOW</b>	<b>DO</b>
<p>Impact of implicit associations</p> <p>Hate versus love in the brain</p>	<p>Argue the impact of implicit associations on judgment.</p> <p>Analyze the impact of privilege on judgment.</p> <p>Infer the importance hatred to humanity based upon brain activity.</p>

## ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
  - Reports
  - Panel discussions
  - Simulations
- 6) Various writing assignments:
- 7) Posters/Pictures
- 8) Charts/Graphs analysis
- 9) Homework
- 10) Class discussion

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)