

**BLACK HORSE PIKE REGIONAL HIGH SCHOOL  
HIGHLAND TIMBER CREEK TRITON  
SOCIAL STUDIES DEPARTMENT**

**SYLLABUS – PSYCHOLOGY 2**

**Course Overview**

This course will utilize current research and theory to explore various explanations of human thoughts, feeling, and behaviors. Students will approach topics with an emphasis on understanding scientific principles and methods, including hands-on laboratory animal conditioning and shaping, in addition to basic statistical analysis.

Topics covered in the course include learning (conditioning and shaping), the self (self-esteem and success), theories explaining the formation and characteristics of personality, individual differences (intelligence, psychological testing), memory and thought (information processing, improving memory), abnormal behavior (mental health and illness), psychotherapy, and the study of social psychology including human interaction, attitudes and social influences. The class strives to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

**Course Content Outline and NJ Core Curriculum Standards**

**First Marking Period**

**Unit #1:** Learning/Cognition/Memory

(SOC 6.3.12, HE.9-12.2.1.12.A, HE.9-12.2.2.12.B, SCI.9-12.5.1.12.B , SCI.9-12.5.1.12.A, )

**Second Marking Period**

**Unit #2:** Personality/ Social

(SOC.6.3.12 , HE.9-12.2.1.12.B, HE.9-12.2.1.12.C ,HE.9-12.2.4.12.A)

**Unit #3:** Abnormal

(SOC 6.3.12, HE.9-12.2.1.12.E ,HE.9.12.2.2.12.C, HE.9-12.2.12.D)

## **Course Expectations and Skills**

- Develop scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognize the diversity of individuals who advance the field
- Explore multicultural and global perspective that recognizes how diversity is important to understanding psychology
- Develop an awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- Acknowledge that psychology explores behavior and mental processes of both human and non-human animals
- Value appreciation for ethical standards that regulate scientific research and professional practice
- Explain the understanding that different content areas within psychological science are interconnected
- Possess ability to relate psychological knowledge to everyday life
- Prepare for the variety of careers available to those who study psychology
- Show appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
- Conclude with the awareness of the importance of drawing evidence-based conclusions about psychological phenomena

## **Course Materials**

Kasschau, Richard. *Understanding Psychology*. New York, Glencoe McGraw-Hill 2008

1. **Notebook:** All students will be required to maintain a notebook.

## **Grading**

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 20%

## **Teacher information**

TBA

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Psychology 2 UNIT 1: LEARNING</p> <p><b>Grade Level(s):</b> 11/12</p>	<p><b>Unit Summary:</b> This unit explores different learning techniques and processes. It explains how we summon unique thoughts and memories to help us perform day-to-day functions. The three different types of learning – classical conditioning, operant conditioning, and social learning are explored. The unit also illustrates how the principles of learning are applied to human and animal behavior to such techniques as reinforcement. The ways in which people receive, process, store, retrieve, and analyze information are investigated. Problem solving, decision making, and reasoning processes are discussed. Relationships between language and human thought are explored. This unit investigates the characteristics of psychological tests and explores various types of psychological tests, including those that measure intelligence, achievement, abilities, interests, and personality.</p>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>How does classical conditioning influence behavior?</li> <li>How does operant conditioning influence behavior?</li> <li>When and how does social learning occur?</li> <li>How do humans take information in and store it?</li> <li>How is stored information retrieved?</li> <li>How do people think and solve problems?</li> <li>How do we use language?</li> <li>What are the major characteristics of psychological tests?</li> <li>What types of tests have been developed to measure intelligence?</li> <li>How do psychologists measure achievement, abilities, and interests?</li> <li>What do personality tests accomplish?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>People acquire certain behaviors through classical conditioning, a learning procedure in which associations are made between a neutral stimulus and a conditioned response.</li> <li>Operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.</li> <li>Social learning, consisting of cognitive learning and modeling, involves how people make decisions and act upon the information available to them.</li> <li>There are three processes involved in memory: encoding, storage, and retrieval.</li> <li>Stored memory can be retrieved by recognition, recall, and relearning.</li> <li>Thinking involves changing, reorganizing, and recombining the information stored in memory to create new or transformed information, such as creative problem-solving strategies.</li> <li>Language and thought are closely related; language requires the learning of a set of complex rules and symbols, yet most people have little difficulty learning their native language.</li> <li>To be useful, tests have to exhibit reliability, validity, and standardization.</li> <li>Several IQ tests are used to measure intelligence, although there are many views about what constitutes intelligence.</li> <li>Psychologists have developed tests to assess special abilities and experiences.</li> <li>Personality tests are used to assess personality characteristics and to identify problems.</li> </ol>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<b>Learning Target</b>	<b>NJCCCS or CCS</b>
1. Interpret classical conditioning, the learning procedure in which associations are made between a neutral stimulus and an unconditioned stimulus.	<b>1.</b> LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.W.CCR.2 HE.9-12.2.1.12.A LA.11-12.RST.2
2. Explain how operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.	<b>2.</b> LA.11-12.RH.10 LA.11-12.R.CCR.10 HE.9-12.2.1.12.A LA.11-12.RST.9
3. Demonstrate how social learning involves people making decisions and acting upon the information available to them.	<b>3.</b> LA.11-12.RH.10 LA.11-12.R.CCR.10 HE.9-12.2.2.12.B HE.9-12.2.1.12.A LA.11-12.RST.1
4. Differentiate the three processes involved in memory: encoding, storage, and retrieval.	<b>4.</b> 6.3.12 LA.11-12.RH.10 LA.11-12.RH.4 LA.11-12.RST.2 LA.11-12.RST.4
5. Recognize that stored memory can be retrieved by recognition, recall, and relearning.	<b>5.</b> 6.3.12 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.RST.1
6. Conclude that thinking involves changing and reorganizing the information stored in memory to create new or transformed information.	<b>6.</b> 6.3.12 LA.11-12.RH.10 LA.11-12.RST.2
7. Infer how language and thought are closely related.	<b>7.</b> 6.3.12 LA.11-12.RH.10 HE.9-12.2.4.12.A LA.11-12.RST.2
8. Justify the characteristics that make a psychological test useful: reliability, validity, and standardization.	<b>8.</b> LA.11-12.RH.10 LA.11-12.RH.4 SCI.9-12.5.1.12.B SCI.9-12.5.1.12.A LA.11-12.RST.8
9. Explore ways in which IQ tests are used to measure intelligence and explain the various theories of what constitutes intelligence.	<b>9.</b> LA.11-12.RH.10 SCI.9-12.5.1.12.B SCI.9-12.5.1.12.A
10. Compare and contrast the various tests psychologists have developed to assess special abilities and experiences.	
11. Evaluate how personality tests are used to assess personality characteristics and identify problems.	

LA.11-12.RST.8

10. LA.11-12.RH.10  
LA.11-12.W.CCR.2  
SCI.9-12.5.1.12.B  
SCI.9-12.5.1.12.A  
LA.11-12.RST.1

11. LA.11-12.RH.10  
SCI.9-12.5.1.12.B  
SCI.9-12.5.1.12.A  
LA.11-12.RST.1

### **Inter-Disciplinary Connections:**

**Language Arts:** Diagraming a sentence based on parts of a language, create a language, Cornell Note taking, write a flashbulb memory

**Technology:** Microsoft word for typed documents, video clips, web navigation, psychology simulator

**Art:** Create a visual mnemonic device, visual problems for problem solving

**Math:** Dice game problem solving, short term memory problems, solving IQ problems

**Music:** Memory aid

**Science:** Comparing and contrasting intelligence theories, shaping behavior of a rat (conditioning)

### **Students will engage with the following text:**

*Understanding Psychology*, Glencoe-McGraw Hill (2008)

Case studies: Pavlov, Little Albert, Bandura, and Sperling

### **Students will write:**

Cornell Notes – daily note taking

Focused writing: flashbulb memory

Shaping situations

Compare and contrast the brain and memory

Creative problems for other's to solve

Framing examples

Sentences to be diagramed

Dice simulation

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

### **Learning**

Define all chapter vocabulary

Demonstration: classical conditioning

Class discussion: Types of learning (visual, auditory, etc.)

Identify own personal style of learning

Case Study Pavlov

Case Study Little Albert

Analyze situations for parts of classical conditioning

Shape a rat

Virtual Game: Psych Sim

Case Study: Bandura

### **Memory**

Define all chapter vocabulary

Retrieval cues

List activity

Eyewitness Testimony activity

Memory collaborative learning activities

Memory chunking activity

Case Study: Sperling

Demonstrations: short term memory

Create a mnemonic that works for you

Focus Writing: flashbulb memory

### **Thinking, Problem Solving, Language and Intelligence**

Define all chapter vocabulary

Demonstration: problem solving

Demonstration: dyslexia

Activity: Creativity

Problem solving puzzles

Dice simulation

Divergent thinking exercises

Overconfidence exercise

Framing exercise

Diagram a sentence

Create a language

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## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

**HW/CW activities:** Writing a classical condition example, write operant conditioning examples for exit tickets, diagram classical conditioning examples for vocabulary, compare your memory to a computer, create a language, diagram a sentence for parts of a language. Compare and contrast divergent and convergent ways of thinking.

**Notebook:** Cornell Notes daily summative

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

### **Accommodations/Modifications:**

Reduce number of open-ended questions; Provide guided Cornell Notes to ensure student accuracy in note-taking and increase comprehension; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

### **Summative Assessments:**

**Common Unit Benchmark Test:** Learning, Memory, Thinking, Problem Solving and Language, Intelligence: Multiple Choice and Open Ended Response Questions

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

Shape an animal

Psych Simulations for classical conditioning, operant conditioning and maze learning

Sperling's iconic memory demonstration and response

Create a mnemonic device for this chapter

Write a flashbulb memory

Solve problems in different ways and analyze the way you solved them.

Create a language for three sentences

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Provide oral and written instructions;

Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.



# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> PSYCHOLOGY 2 UNIT 2: PERSONALITY &amp; SOCIAL PSYCHOLOGY</p>	<p><b>Unit Summary:</b> This unit takes an in-depth look at personality and why people act the way they do in specific situations. It examines the physical and mental factors that cause people to act a specific way at a specific time and the process by which individuality is established. The theories of personality that have been developed by the different schools of psychology are discussed.</p>
<p><b>Grade Level(s):</b> 11/12</p>	<p>Social psychology – an area of psychology in which we seek to explain our own and others' thoughts, feelings, perceptions, and behaviors is introduced in this unit. We also try to understand how we are influenced by the presence of and interactions with others. Interpersonal attraction, social perceptions, and personal relationships are discussed. The concepts of group behavior, conformity, obedience, conflict, and cooperation are explained. The process by which normal behavior becomes abnormal is explored along with common types of psychological disorders. Finally, the various therapies available to treat psychological disorders are examined.</p>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of the various personality theories, and what are the major theories?</li> <li>2. On what do the various personality theories focus?</li> <li>3. Why does attraction develop between people?</li> <li>4. How do people form judgments of others?</li> <li>5. What types of relationships are formed by people?</li> <li>6. How are groups formed?</li> <li>7. Why do people engage in group behavior?</li> <li>8. Why do conflicts arise, and how do people respond to those conflicts?</li> <li>9. What is an attitude, and how do they influence behavior?</li> <li>10. How are attitudes formed, and why do they change?</li> <li>11. How does persuasion</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Personality theories provide a way of organizing the many characteristics that people have; the four major personality theories are the psychoanalytic, learning, humanistic and cognitive, and trait theories.</li> <li>2. Freud's psychoanalytic theory proposes that personality is made up of three components: the id, ego, and superego; behaviorists are interested in how aspects of personality are learned; humanistic and cognitive theories of personality stress the positive aspects of human nature; trait theorists believe that character traits account for consistency of behavior in different situations.</li> <li>3. Humans depend on others to survive, and are attracted to certain people because of factors such as proximity, reward values, physical appearance, approval, similarity, and complementarity.</li> <li>4. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others.</li> <li>5. People experience different types of love and relationships throughout their lives.</li> <li>6. A group – a collection of people who interact, share common goals, and influence how members think and act – is unified by the attitudes and standards members share and by their commitment to those beliefs.</li> <li>7. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities.</li> <li>8. Conflicts between groups are a fact of everyday life, and individuals often give up responsibility for their actions by perceiving and</li> </ol>

influence people?	<p>responding to situations as a group.</p> <p>9. People’s attitudes are the result of conditioning, observational learning, and cognitive evaluation; our attitudes help us define ourselves and our place in society, evaluate people and events, and guide our behavior.</p> <p>10. Attitudes are formed through compliance, identification, and internalization, and may be changed as a result of cognitive dissonance.</p> <p>11. Persuasion is a direct attempt to influence attitudes; people evaluate when, where, and how a message is presented, as well as its credibility.</p>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Explore how personality theories provide a way of organizing the many characteristics that people have.	1. 6.3.12 LA.11-12.RH.10 LA.11-12.RST.7 LA.11-12.R.CCR.10
2. Summarize the three components of Freud’s psychoanalytic theory: the id, ego and superego.	2. 6.3.12 LA.11-12.RH.4 LA.11-12.RH.10 LA.11-12.RST.2
3. Critique how behaviorists think some aspects of personality are learned.	3. LA.11-12.RH.10 HE.9-12.2.1.12.A LA.11-12.RST.9 LA.11-12.R.CCR.10
4. Analyze how the positive aspects of human nature are emphasized by the humanistic and cognitive theories.	4. 6.3.12 LA.11-12.RH.10 HE.9-12.2.4.12.A LA.11-12.RST.7
5. Distinguish how trait theorists account for the consistency of behavior in different situations.	5. LA.11-12.RH.10 HE.9-12.2.1.12.A LA.11-12.RST.7
6. Relate how we depend on others to survive and the factors that influence our attraction to others.	6. HE.9-12.2.1.12.C LA.11-12.RH.10 LA.11-12.RH.7
7. Appraise the ways in which we explain the behavior of others by making judgments about them based on our perceptions of them.	7. HE.9-12.2.1.12.C LA.11-12.RH.10 LA.11-12.RH.7 LA.11-12.WHST.4
8. Explore the different types of love and relationships people experience throughout their lives.	
9. Define a group and explore how groups are unified by shared attitudes and standards.	
10. Comprehend how people in groups respond to peer pressure or figures of	

<p>authority.</p> <p><b>11.</b> Discriminate the conflicts between groups that result because groups influence how individuals perceive and respond to situations.</p> <p><b>12.</b> Defend how our attitudes are a result of conditioning, observational learning, and cognitive evaluation.</p> <p><b>13.</b> Relate how attitudes define us and how they are formed and changed.</p> <p><b>14.</b> Explain how persuasion can be used to influence behavior.  </p>	<p><b>8.</b> HE.9-12.2.4.12.A LA.11-12.RH.10 LA.11-12.RH.7</p> <p><b>9.</b> 6.3.12 LA.11-12.RH.10 LA.11-12.RH.4 HE.9-12.2.1.12.C LA.11-12.RH.7</p> <p><b>10.</b> HE.9-12.2.1.12.C LA.11-12.RH.10 LA.11-12.WHST.4</p> <p><b>11.</b> 6.3.12 LA.11-12.RH.10 HE.9-12.2.1.12.C</p> <p><b>12.</b> HE.9-12.2.1.12.B LA.11-12.RH.10 LA.11-12.RST.9 LA.11-12.RST.4</p> <p><b>13.</b> 6.3.12 LA.11-12.RH.10 HE.9-12.2.1.12.B</p> <p><b>14.</b> HE.9-12.2.1.12.C LA.11-12.RH.10 LA.11-12.RST.2  </p>
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**Inter-Disciplinary Connections:**

**Language Arts:** Write personality test questions, Expository writing: What has shaped my personality?, Written response: What are students attracted to?

**Technology:** Microsoft Word for typed documents, video clips, web navigation, virtual game: Zero sum.

**Art:** Create a Rorschach inkblot test, Create a Jungian personality mask.

**Math:** Charts from personality tests, charts about social loafing. |

**Students will engage with the following text:**

*Understanding Psychology*, Glencoe-McGraw Hill (2008)  
 Case Studies: Milgram and obedience, Asch and conformity, Zimbardo and role playing, “Can Personality Traits Predict Adult Career Success?”, “Family Therapist and School Counselor Work as a Team”, “Culture and Conflict Resolution”, “Paternal Involvement and Students’ Aggressive Behaviors”.  
 Secondary Source Readings: “Birth Order and Personality”, “Type T Personalities”, “Family or Household?”, “What’s in a Name?”, “Modifying Orangutan Behavior”, “What Makes a Good Marriage?”, “Who’s Steering the Ship?”

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials; Give students annotated copies of readings; Provide students with summaries of primary/secondary source documents; Pre-teach necessary vocabulary and skills; Provide students with a vocabulary reference sheet or bookmark to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete while reading to ensure an understanding of main ideas. |

**Students will write:**

Cornell Notes – daily note taking  
Focused writing: Create your own personality test  
Expository writing: What has shaped my personality?  
Focused writing: Skit showing defense mechanisms  
Written response: What are students attracted to?

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting. |

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS****DESCRIBE THE LEARNING EXPERIENCE.****How will students uncover content and build skills.****Personality**

Define all chapter vocabulary  
Personality Tests: TAT, Rorschach, Myers-Briggs  
Focused writing tasks: Create your own personality test, Write a skit showing defense mechanisms  
Secondary Source Readings: “Birth Order and Personality”, “Type T Personalities”  
Case Study: “Can Personality Traits Predict Adult Career Success?”  
Debate: Does Freud have a valid point?  
Create a Jungian Personality Mask/Bag

**Social**

Define all chapter vocabulary  
Written response: What are students attracted to?

Case Studies: Milgram and obedience, Asch and conformity, Zimbardo and role playing, "Family Therapist and School Counselor Work as a Team", "Culture and Conflict Resolution", "Paternal Involvement and Students' Aggressive Behaviors"

Secondary Source Readings: "Family or Household?", "What's in a Name?", "Modifying Orangutan Behavior", "What Makes a Good Marriage?", "Who's Steering the Ship?"

Virtual game: Zero sum

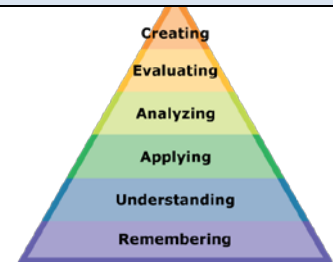
Stereotype game

Video: Fundamental Attribution Error

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

**HW:** Personality tests and reactions, analysis of personality tests for validity and reliability, create your own personality test, "Birth Order and Personality" questions, "Type T Personalities" questions, "Can Personality Traits Predict Adult Career Success?" questions, "Family or Household?" questions, "What's in a Name?" questions, "Modifying Orangutan Behavior" questions, "Family Therapist and School Counselor Work as a Team" questions, "What Makes a Good Marriage?" questions, "Culture and Conflict Resolution" questions, "Who's Steering the Ship?" questions, "Paternal Involvement and Students' Aggressive Behaviors" questions.

**Notebook:** Cornell Notes daily summative

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

### Accommodations/Modifications:

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

### Summative Assessments:

**Common Unit Benchmark Test:** Personality: Multiple Choice and Open Ended-Response questions.

**Common Unit Benchmark Test:** Social Psychology: Multiple Choice and Open Ended-Response questions.

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material. |

### **Performance Assessments:**

**Projects:** Debate: Does Freud have a valid point?, Jungian personality masks, write a skit for each defense mechanism and act it out, create own personality test, written reflection on attractiveness, essay on personality development, personality traits project, "Are you in control?" project, proximity of friendship project, group interaction project, stereotypes and roles project

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\*** |

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study. |

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Psychology 2 UNIT 3: ABNORMAL PSYCHOLOGY & THERAPY	<b>Unit Summary:</b> This unit explores abnormal behavior and therapy. The process by which normal behavior becomes abnormal is explored along with common types of psychological disorders. Finally, the various therapies available to treat psychological disorders are examined.
<b>Grade Level(s):</b> 11/12	
<b>Essential Question(s):</b> <ol style="list-style-type: none"> <li>1. What are psychological disorders?</li> <li>2. What various types of psychological disorders have psychologists developed?</li> <li>3. What is psychotherapy?</li> <li>4. Why do psychologists use psychoanalysis and humanistic therapy?</li> <li>5. Why do psychologists use cognitive and behavior therapies?</li> <li>6. What biological approaches to treatment are available?</li> </ol>	<b>Enduring Understanding(s):</b> <ol style="list-style-type: none"> <li>1. Psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</li> <li>2. The major psychological disorders include anxiety disorders, somatoform and dissociative disorders, schizophrenia and mood disorders, personality disorders, and drug addiction; these various disorders are exhibited by a number of different behaviors.</li> <li>3. Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders.</li> <li>4. Psychoanalysis is an analysis of the conscious and unconsciousness mind based on the theories of Sigmund Freud; humanistic therapy helps people reach their full potential.</li> <li>5. Cognitive and behavior therapies help clients develop new ways of thinking and behaving.</li> <li>6. Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients.</li> </ol>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<b>1.</b> Appraise how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.	<b>1.</b> LA.11-12.RH.4 LA.11-12.RH.10 HE.9.12.2.2.12.C LA.11-12.RST.2
<b>2.</b> Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.	<b>2.</b> LA.11-12.RH.10 HE.9-12.2.12.D LA.11-12.RH.1
<b>3.</b> Describe how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people.	LA.11-12.RH.9
<b>4.</b> Illustrate how schizophrenia involves confused and disorganized thoughts, and mood disorders involve disturbances in the experience and expressions of depression	<b>3.</b> LA.11-12.RH.10 HE.9.12.2.2.12.C HE.9-12.2.1.12.D

<p>5. Predict how personality disorders and drug addiction prohibit normal relationships and normal functioning.</p> <p>6. Categorize psychotherapy and how it is the general term for several approaches used to treat psychological disorders.</p> <p>7. Discover how psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Freud.</p> <p>8. Evaluate how cognitive and behavior therapies help clients develop new ways of thinking and behaving.</p> <p>9. Generalize how biological approaches to treatment rely on methods such as medication, electric shock therapy and surgery to help clients.</p>	<p>LA.11-12.RST.2</p> <p>4. LA.11-12.RH.10 HE.9-12.2.1.12.D LA.11-12.RST.2 LA.11-12.RH.9</p> <p>5. LA.11-12.RH.10 HE.9-12.2.1.12.D LA.11-12.RST.2</p> <p>6. LA.11-12.RH.10 HE.9-12.2.1.12.D LA.11-12.RST.2 LA.11-12.W.CCR.2</p> <p>7. 6.3.12 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.RST.4</p> <p>8. LA.11-12.RH.10 HE.9-12.2.2.12.C LA.11-12.RST.1</p> <p>9. LA.11-12.RH.10 LA.11-12.RH.9 HE.9-12.2.2.12.E LA.11-12.RST.8 LA.11-12.RST.9</p>
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**Inter-Disciplinary Connections:**

**Language Arts:** Focused writing: skits on defense mechanisms, analysis of children’s classical book

**Technology:** Microsoft word for typed documents, video clips, web navigation

**Art:** Perform a sample therapy session.

**Math:** Analyze percentages of mental illness across cultures.

**Music:** Look at lyrics for signs of mental illness

**Science:** Discuss how the APA groups mental illness. Discuss the etiology of major mental illness’ to include neurological problems.

**Students will engage with the following text:**

*Understanding Psychology*, Glencoe-McGraw Hill (2008)

Case study: Crazy or not?

Case study: psychological disorders

Copies of song lyrics

Children’s classical books



Mystery diagnosis  
DSM IV Manual |

**Students will write:**

Cornell Notes – daily note taking  
Focused writing: skits portraying defense mechanisms  
Sample therapy technique  
Write an APA style report on a children’s classic story  
Psychological Disorders Paper |

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Abnormal Psychology and Therapy**

Define all chapter vocabulary  
Cornell Notes from textbook  
Song lyrics analysis  
Case Study: Crazy or Not?  
Case Study: Psychological disorders  
Analyze a children’s classic for symptoms on mental disorders  
Perform a sample therapy  
Mystery Diagnosis Categorize via the APA  
Mental Health Organization guest speakers  
Psychological Disorders Paper  
Graphic Organizer: Psychological Disorders  
DSM IV: Axis I – Axis IV classification criteria  
Normal v. Abnormal activity  
Deviance, adjustment and psychological health: normal v. abnormal with limitations  
List of phobias  
Video: True Life: OCD  
Post-Traumatic Stress Disorder victims video clips  
Mental Illness Pre-Test  
Stress Test  
List of famous people with mental illnesses  
Three Faces of Eve reading and questions  
Class discussion: Is hypochondriasis real?  
Movie: “A Beautiful Mind”  
John Nash biography |

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

**HW:** Diagnose symptoms based on case studies and decide what disorder they have. Decide if behavior is abnormal. Crazy or not case study. Song lyrics analysis

**Notebook:** Cornell Notes daily summative

**\*These assessments will mostly require students to: remember, understand, apply, and analyze.\***

### Accommodations/Modifications:

**Suggested Modifications/Accommodations for Formative Assessments:** Reduce number of open-ended questions; Provide guided Cornell Notes to ensure student accuracy in note-taking and increase comprehension; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding

### Summative Assessments:

**Common Unit Benchmark Test:** Abnormal Psychology & Therapy: Multiple Choice and Open Ended Response Questions

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### Accommodations/Modifications:

**Suggested Modifications/Accommodations for Summative Assessments:** Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

**Suggested for gifted & talented students:** Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

### **Performance Assessments:**

**Projects:** Write a skit for each defense mechanism and act it out. Analysis of children's books. Performance of a sample therapy.

**\*These assessments will mostly require students to: apply, analyze, evaluate, and create.\***

### **Accommodations/Modifications:**

**Suggested Modifications/Accommodations for Performance Assessments:** Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

**Suggested for gifted & talented students:** Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.