

**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 [National Psychology Standards](#)

First Marking Period

Unit #1: Learning/Cognition/Memory

([SCI.9-12.DL.2.1](#), [SCI.9-12.C.1](#),[SCI9-12.DL.3](#),[SCI.9-12.C.3](#))

Second Marking Period

Unit #2: Personality/ Social

([SCI.9-12.IV.3](#),[SCI.9-12.SC.1](#))

Unit #3: Abnormal

([SCI.9-12.IV.4](#), [SCI.9-12.APS.1](#))

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 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Psychology 2 UNIT 1: LEARNING</p> <p>Grade Level(s): 11/12</p>	<p>Unit Summary: 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>Essential Question(s):</p> <ol style="list-style-type: none"> How does classical conditioning influence behavior? How does operant conditioning influence behavior? When and how does social learning occur? How do humans take information in and store it? How is stored information retrieved? How do people think and solve problems? How do we use language? What are the major characteristics of psychological tests? What types of tests have been developed to measure intelligence? How do psychologists measure achievement, abilities, and interests? What do personality tests accomplish? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> People acquire certain behaviors through classical conditioning, a learning procedure in which associations are made between a neutral stimulus and a conditioned response. Operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again. Social learning, consisting of cognitive learning and modeling, involves how people make decisions and act upon the information available to them. There are three processes involved in memory: encoding, storage, and retrieval. Stored memory can be retrieved by recognition, recall, and relearning. Thinking involves changing, reorganizing, and recombining the information stored in memory to create new or transformed information, such as creative problem-solving strategies. 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. To be useful, tests have to exhibit reliability, validity, and standardization. Several IQ tests are used to measure intelligence, although there are many views about what constitutes intelligence. Psychologists have developed tests to assess special abilities and experiences. Personality tests are used to assess personality characteristics and to identify problems.

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>
<p>1. Interpret classical conditioning, the learning procedure in which associations are made between a neutral stimulus and an unconditioned stimulus.</p>	<p>1. SCI.9-12.DL.2.1.1 SCI.9-12.DL.2.1.2 SCI.9-12.DL.2.1.3 LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.W.CCR.2 LA.11-12.RST.2</p>
<p>2. Explain how operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.</p>	<p>2. SCI.9-12.DL.2.2.1 SCI.9-12.DL.2.2.2 SCI.9-12.DL.2.2.3 SCI.9-12.DL.2.2.4 LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.RST.9</p>
<p>3. Demonstrate how social learning involves people making decisions and acting upon the information available to them.</p>	<p>3. SCI.9-12.DL.2.3.1 SCI.9-12.DL.2.3.2 LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.RST.1</p>
<p>4. Differentiate the three processes involved in memory: encoding, storage, and retrieval.</p>	<p>4. SCI.9-12.C.1.1.1 SCI.9-12.C.1.1.2 SCI.9-12.C.1.1.3 LA.11-12.RH.10 LA.11-12.RH.4 LA.11-12.RST.2 LA.11-12.RST.4</p>
<p>5. Recognize that stored memory can be retrieved by recognition, recall, and relearning.</p>	<p>5. SCI.9-12.C.1.2.1 SCI.9-12.C.1.2.2 SCI.9-12.C.1.2.3 SCI.9-12.C.1.2.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.RST.1</p>
<p>6. Conclude that thinking involves changing and reorganizing the information stored in memory to create new or transformed information.</p>	<p>6. SCI.9-12.C.1.3.1 SCI.9-12.C.1.3.2 SCI.9-12.C.1.3.3 SCI.9-12.C.1.3.4 SCI.9-12.C.1.3.5 LA.11-12.RH.10 LA.11-12.RST.2</p>
<p>7. Infer how language and thought are closely related.</p>	<p>7. SCI.9-12.DL.3.1.1 SCI.9-12.DL.3.1.2</p>
<p>8. Justify the characteristics that make a psychological test useful: reliability, validity, and standardization.</p>	
<p>9. Explore ways in which IQ tests are used to measure intelligence and explain the various theories of what constitutes intelligence.</p>	
<p>10. Compare and contrast the various tests psychologists have developed to assess special abilities and experiences.</p>	
<p>11. Evaluate how personality tests are used to assess personality characteristics and identify problems.</p>	

SCI.9-12.DL.3.2.1
SCI.9-12.DL.3.2.2
SCI.9-12.DL.3.2.3
SCI.9-12.DL.3.3.1
SCI.9-12.DL.3.3.2
 LA.11-12.RH.10
 LA.11-12.RST.2

8. SCI.9-12.C.3.2.3
 LA.11-12.RH.10
 LA.11-12.RH.4
 LA.11-12.RST.8

9. SCI.9-12.C.3.1.1
SCI.9-12.C.3.1.2
SCI.9-12.C.3.1.3
 LA.11-12.RH.10
 LA.11-12.RST.8

10. SCI.9-12.C.3.2.1
SCI.9-12.C.3.2.2
SCI.9-12.C.3.2.3
 LA.11-12.RH.10
 LA.11-12.W.CCR.2
 LA.11-12.RST.1

11. SCI.9-12.C.3.3.2
 LA.11-12.RH.10
 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 diagrammed
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

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.

Key Learning

SCI.9-12.DL.2.1.1 - [Performance Standard] - Describe the principles of classical conditioning

SCI.9-12.DL.2.1.2 - [Performance Standard] - Describe clinical and experimental examples of classical conditioning

SCI.9-12.DL.2.1.3 - [Performance Standard] - Apply classical conditioning to everyday life

SCI.9-12.DL.2.2 - [*Content Standard*] - Operant conditioning
SCI.9-12.DL.2.2.1 - [*Performance Standard*] - Describe the Law of Effect
SCI.9-12.DL.2.2.2 - [*Performance Standard*] - Describe the principles of operant conditioning
SCI.9-12.DL.2.2.3 - [*Performance Standard*] - Describe clinical and experimental examples of operant conditioning
SCI.9-12.DL.2.2.4 - [*Performance Standard*] - Apply operant conditioning to everyday life
SCI.9-12.DL.2.3 - [*Content Standard*] - Observational and cognitive learning
SCI.9-12.DL.2.3.1 - [*Performance Standard*] - Describe the principles of observational and cognitive learning
SCI.9-12.DL.2.3.2 - [*Performance Standard*] - Apply observational and cognitive learning to everyday life

Memory

SCI.9-12.C.1.1 - [*Content Standard*] - Encoding of memory
SCI.9-12.C.1.1.1 - [*Performance Standard*] - Identify factors that influence encoding
SCI.9-12.C.1.1.2 - [*Performance Standard*] - Characterize the difference between shallow (surface) and deep (elaborate) processing
SCI.9-12.C.1.1.3 - [*Performance Standard*] - Discuss strategies for improving the encoding of memory
SCI.9-12.C.1.2 - [*Content Standard*] - Storage of memory
SCI.9-12.C.1.2.1 - [*Performance Standard*] - Describe the differences between working memory and long-term memory
SCI.9-12.C.1.2.2 - [*Performance Standard*] - Identify and explain biological processes related to how memory is stored
SCI.9-12.C.1.2.3 - [*Performance Standard*] - Discuss types of memory and memory disorders (e.g., amnesias, dementias)
SCI.9-12.C.1.2.4 - [*Performance Standard*] - Discuss strategies for improving the storage of memories
SCI.9-12.C.1.3 - [*Content Standard*] - Retrieval of memory
SCI.9-12.C.1.3.1 - [*Performance Standard*] - Analyze the importance of retrieval cues in memory
SCI.9-12.C.1.3.2 - [*Performance Standard*] - Explain the role that interference plays in retrieval
SCI.9-12.C.1.3.3 - [*Performance Standard*] - Discuss the factors influencing how memories are retrieved
SCI.9-12.C.1.3.4 - [*Performance Standard*] - Explain how memories can be malleable
SCI.9-12.C.1.3.5 - [*Performance Standard*] - Discuss strategies for improving the retrieval of memories

Language

SCI.9-12.DL.3.1 - [*Content Standard*] - Structural features of language
SCI.9-12.DL.3.1.1 - [*Performance Standard*] - Describe the structure and function of language
SCI.9-12.DL.3.1.2 - [*Performance Standard*] - Discuss the relationship between language and thought
SCI.9-12.DL.3.2 - [*Content Standard*] - Theories and developmental stages of language acquisition
SCI.9-12.DL.3.2.1 - [*Performance Standard*] - Explain the process of language acquisition
SCI.9-12.DL.3.2.2 - [*Performance Standard*] - Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
SCI.9-12.DL.3.2.3 - [*Performance Standard*] - Evaluate the theories of language acquisition
SCI.9-12.DL.3.3 - [*Content Standard*] - Language and the brain
SCI.9-12.DL.3.3.1 - [*Performance Standard*] - Identify the brain structures associated with language
SCI.9-12.DL.3.3.2 - [*Performance Standard*] - Discuss how damage to the brain may affect language

Intelligence

SCI.9-12.C.3.1 - [Content Standard] - Perspectives on intelligence

SCI.9-12.C.3.1.1 - [Performance Standard] - Discuss intelligence as a general factor

SCI.9-12.C.3.1.2 - [Performance Standard] - Discuss alternative conceptualizations of intelligence

SCI.9-12.C.3.1.3 - [Performance Standard] - Describe the extremes of intelligence

SCI.9-12.C.3.2 - [Content Standard] - Assessment of intelligence

SCI.9-12.C.3.2.1 - [Performance Standard] - Discuss the history of intelligence testing, including historical use and misuse in the context of fairness

SCI.9-12.C.3.2.2 - [Performance Standard] - Identify current methods of assessing human abilities

SCI.9-12.C.3.2.3 - [Performance Standard] - Identify measures of and data on reliability and validity for intelligence test scores

SCI.9-12.C.3.3 - [Content Standard] - Issues in intelligence

SCI.9-12.C.3.3.1 - [Performance Standard] - Discuss issues related to the consequences of intelligence testing

SCI.9-12.C.3.3.2 - [Performance Standard] - Discuss the influences of biological, cultural, and environmental factors on intelligence

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: PSYCHOLOGY 2 UNIT 2: PERSONALITY & SOCIAL PSYCHOLOGY</p>	<p>Unit Summary: 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>Grade Level(s): 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>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the purpose of the various personality theories, and what are the major theories? 2. On what do the various personality theories focus? 3. Why does attraction develop between people? 4. How do people form judgments of others? 5. What types of relationships are formed by people? 6. How are groups formed? 7. Why do people engage in group behavior? 8. Why do conflicts arise, and how do people respond to those conflicts? 9. What is an attitude, and how do they influence behavior? 10. How are attitudes formed, and why do they change? 11. How does persuasion 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 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. 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. 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. 4. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others. 5. People experience different types of love and relationships throughout their lives. 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. 7. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities. 8. Conflicts between groups are a fact of everyday life, and individuals often give up responsibility for their actions by perceiving and

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>
-------------------	---

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.	<p>1. SCI.9-12.IV.3.1.1 SCI.9-12.IV.3.1.2 SCI.9-12.IV.3.1.3 SCI.9-12.IV.3.1.4</p> <p>LA.11-12.RH.10 LA.11-12.RST.7 LA.11-12.R.CCR.10</p>
2. Summarize the three components of Freud’s psychoanalytic theory: the id, ego and superego.	<p>2. SCI.9-12.IV.3.1.1 LA.11-12.RH.4 LA.11-12.RH.10 LA.11-12.RST.2</p>
3. Critique how behaviorists think some aspects of personality are learned.	<p>3. SCI.9-12.IV.3.3.1 LA.11-12.RH.10 LA.11-12.RST.9 LA.11-12.R.CCR.10</p>
4. Analyze how the positive aspects of human nature are emphasized by the humanistic and cognitive theories.	<p>4. SCI.9-12.IV.3.3.2 LA.11-12.RH.10 LA.11-12.RST.7</p>
5. Distinguish how trait theorists account for the consistency of behavior in different situations.	<p>5. SCI.9-12.IV.3.3.3 SCI.9-12.IV.3.3.4 SCI.9-12.IV.3.3.5 LA.11-12.RH.10 LA.11-12.RST.7</p>
6. Relate how we depend on others to survive and the factors that influence our attraction to others.	<p>6. SCI.9-12.SC.1.1.1 LA.11-12.RH.10 LA.11-12.RH.7</p>
7. Appraise the ways in which we explain the behavior of others by making judgments about them based on our perceptions of them.	<p>7. SCI.9-12.SC.1.1.2 LA.11-12.RH.10</p>
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>11. Discriminate the conflicts between groups that result because groups influence how individuals perceive and respond to situations.</p> <p>12. Defend how our attitudes are a result of conditioning, observational learning, and cognitive evaluation.</p> <p>13. Relate how attitudes define us and how they are formed and changed.</p> <p>14. Explain how persuasion can be used to influence behavior.</p>	<p>LA.11-12.RH.7 LA.11-12.WHST.4</p> <p>8. SCI.9-12.SC.1.3.4 LA.11-12.RH.10 LA.11-12.RH.7</p> <p>9. SCI.9-12.SC.1.2.1 SCI.9-12.SC.1.2.2 SCI.9-12.SC.1.2.3 SCI.9-12.SC.1.2.4 LA.11-12.RH.10 LA.11-12.RH.4 LA.11-12.RH.7</p> <p>10. SCI.9-12.SC.2.1.6 LA.11-12.RH.10 LA.11-12.WHST.4</p> <p>11. SCI.9-12.SC.1.3.1 SCI.9-12.SC.1.3.2 SCI.9-12.SC.1.3.3 SCI.9-12.SC.1.3.4 LA.11-12.RH.10</p> <p>12. SCI.9-12.SC.2.2.1 SCI.9-12.SC.2.2.2 SCI.9-12.SC.2.2.3 SCI.9-12.SC.2.2.4 SCI.9-12.SC.2.2.5 SCI.9-12.SC.2.2.6 SCI.9-12.SC.2.2.7 LA.11-12.RH.10 LA.11-12.RST.9 LA.11-12.RST.4</p> <p>13. SCI.9-12.SC.2.1.1 SCI.9-12.SC.2.1.2 SCI.9-12.SC.2.1.3 SCI.9-12.SC.2.1.4 SCI.9-12.SC.2.1.5 SCI.9-12.SC.2.1.5 LA.11-12.RH.10</p> <p>14. SCI.9-12.SC.1.1.3 LA.11-12.RH.10 LA.11-12.RST.2</p>
---	---

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, Rorshack, 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.

KEY

Personality

SCI.9-12.IV.3.1 - [*Content Standard*] - Perspectives on personality

SCI.9-12.IV.3.1.1 - [*Performance Standard*] - Evaluate psychodynamic theories

SCI.9-12.IV.3.1.2 - [*Performance Standard*] - Evaluate trait theories

SCI.9-12.IV.3.1.3 - [*Performance Standard*] - Evaluate humanistic theories

SCI.9-12.IV.3.1.4 - [*Performance Standard*] - Evaluate social–cognitive theories

SCI.9-12.IV.3.2 - [*Content Standard*] - Assessment of personality

SCI.9-12.IV.3.2.1 - [*Performance Standard*] - Differentiate personality assessment techniques

SCI.9-12.IV.3.2.2 - [*Performance Standard*] - Discuss the reliability and validity of personality assessment techniques

SCI.9-12.IV.3.3 - [*Content Standard*] - Issues in personality

SCI.9-12.IV.3.3.1 - [*Performance Standard*] - Discuss biological and situational influences

SCI.9-12.IV.3.3.2 - [*Performance Standard*] - Discuss stability and change

SCI.9-12.IV.3.3.3 - [*Performance Standard*] - Discuss connections to health and work

SCI.9-12.IV.3.3.4 - [*Performance Standard*] - Discuss self-concept

SCI.9-12.IV.3.3.5 - [*Performance Standard*] - Analyze how individualistic and collectivistic cultural perspectives relate to personality

Social

SCI.9-12.SC.1.1 - [*Content Standard*] - Social cognition

SCI.9-12.SC.1.1.1 - [*Performance Standard*] - Describe attributional explanations of behavior

SCI.9-12.SC.1.1.2 - [*Performance Standard*] - Describe the relationship between attitudes (implicit and explicit) and behavior

SCI.9-12.SC.1.1.3 - [*Performance Standard*] - Identify persuasive methods used to change attitudes

SCI.9-12.SC.1.2 - [*Content Standard*] - Social influence

SCI.9-12.SC.1.2.1 - [*Performance Standard*] - Describe the power of the situation

SCI.9-12.SC.1.2.2 - [*Performance Standard*] - Describe effects of others' presence on individuals' behavior

SCI.9-12.SC.1.2.3 - [*Performance Standard*] - Describe how group dynamics influence behavior

SCI.9-12.SC.1.2.4 - [*Performance Standard*] - Discuss how an individual influences group behavior

SCI.9-12.SC.1.3 - [*Content Standard*] - Social relations

SCI.9-12.SC.1.3.1 - [*Performance Standard*] - Discuss the nature and effects of stereotyping, prejudice, and discrimination

SCI.9-12.SC.1.3.2 - [*Performance Standard*] - Describe determinants of prosocial behavior

SCI.9-12.SC.1.3.3 - [*Performance Standard*] - Discuss influences upon aggression and conflict

SCI.9-12.SC.1.3.4 - [*Performance Standard*] - Discuss factors influencing attraction and relationships

SCI.9-12.SC.2 - [*Standard Area*] - Sociocultural Diversity

SCI.9-12.SC.2.1 - [*Content Standard*] - Social and cultural diversity

SCI.9-12.SC.2.1.1 - [*Performance Standard*] - Define culture and diversity

SCI.9-12.SC.2.1.2 - [*Performance Standard*] - Identify how cultures change over time and vary within nations and internationally

SCI.9-12.SC.2.1.3 - [*Performance Standard*] - Discuss the relationship between culture and conceptions of self and identity

SCI.9-12.SC.2.1.4 - [*Performance Standard*] - Discuss psychological research examining race and ethnicity

SCI.9-12.SC.2.1.5 - [*Performance Standard*] - Discuss psychological research examining socioeconomic status

SCI.9-12.SC.2.1.6 - [*Performance Standard*] - Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination

SCI.9-12.SC.2.2 - [*Content Standard*] - Diversity among individuals

SCI.9-12.SC.2.2.1 - [*Performance Standard*] - Discuss psychological research examining gender identity

SCI.9-12.SC.2.2.2 - [*Performance Standard*] - Discuss psychological research examining diversity in sexual orientation

SCI.9-12.SC.2.2.3 - [*Performance Standard*] - Compare and contrast gender identity and sexual orientation

SCI.9-12.SC.2.2.4 - [*Performance Standard*] - Discuss psychological research examining gender similarities and differences and the impact of gender discrimination

SCI.9-12.SC.2.2.5 - [*Performance Standard*] - Discuss the psychological research on gender and how the roles of women and men in societies are perceived

SCI.9-12.SC.2.2.6 - [*Performance Standard*] - Examine how perspectives affect stereotypes and treatment of minority and majority groups in society

SCI.9-12.SC.2.2.7 - [*Performance Standard*] - Discuss psychological research examining differences in individual cognitive and physical abilities

Black Horse Pike Regional School District Curriculum

Template ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Psychology 2 UNIT 3: ABNORMAL PSYCHOLOGY & THERAPY	Unit Summary: 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.
Grade Level(s): 11/12	
Essential Question(s): 1. What are psychological disorders? 2. What various types of psychological disorders have psychologists developed? 3. What is psychotherapy? 4. Why do psychologists use psychoanalysis and humanistic therapy? 5. Why do psychologists use cognitive and behavior therapies? 6. What biological approaches to treatment are available?	Enduring Understanding(s): 1. Psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health. 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. 3. Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders. 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. 5. Cognitive and behavior therapies help clients develop new ways of thinking and behaving. 6. Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients.

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. Appraise how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.	1. SCI.9-12.IV.4.1.1 SCI.9-12.IV.4.1.2 SCI.9-12.IV.4.1.3 SCI.9-12.IV.4.1.4 SCI.9-12.IV.4.1.5 LA.11-12.RH.4 LA.11-12.RH.10 LA.11-12.RST.2
2. Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.	
3. Describe how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people.	2. SCI.9-12.IV.4.2.1 SCI.9-12.IV.4.2.2 SCI.9-12.IV.4.2.3

<p>4. Illustrate how schizophrenia involves confused and disorganized thoughts, and mood disorders involve disturbances in the experience and expressions of depression</p> <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>SCI.9-12.IV.4.2.4 LA.11-12.RH.10 LA.11-12.RH.1 LA.11-12.RH.9</p> <p>3. SCI.9-12.IV.4.2.1 SCI.9-12.IV.4.2.2 SCI.9-12.IV.4.2.3 SCI.9-12.IV.4.2.4 LA.11-12.RH.10 LA.11-12.RST.2</p> <p>4. SCI.9-12.IV.4.2.1 SCI.9-12.IV.4.2.2 SCI.9-12.IV.4.2.3 SCI.9-12.IV.4.2.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.RH.9</p> <p>5. SCI.9-12.IV.4.2.4 LA.11-12.RH.10 LA.11-12.RST.2</p> <p>6. SCI.9-12.APS.1.1.1 SCI.9-12.APS.1.1.2 SCI.9-12.APS.1.1.3 LA.11-12.RH.10 LA.11-12.RST.2 LA.11.12.W.CCR.2</p> <p>7. SCI.9-12.APS.1.2.2 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.RST.4</p> <p>9. SCI.9-12.APS.1.2.1 SCI.9-12.APS.1.2.2 LA.11-12.RH.10 LA.11-12.RST.1</p> <p>9. SCI.9-12.APS.1.2.1 SCI.9-12.APS.1.2.2 SCI.9-12.APS.1.2.3 SCI.9-12.APS.1.2.4 SCI.9-12.APS.1.2.5 LA.11-12.RH.10 LA.11-12.RH.9 LA.11-12.RST.8 LA.11-12.RST.9</p>
---	---

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.

KEY

Psychological Disorders

SCI.9-12.IV.4.1 - [*Content Standard*] - Perspectives on abnormal behavior
SCI.9-12.IV.4.1.1 - [*Performance Standard*] - Define psychologically abnormal behavior
SCI.9-12.IV.4.1.2 - [*Performance Standard*] - Describe historical and cross-cultural views of abnormality
SCI.9-12.IV.4.1.3 - [*Performance Standard*] - Describe major models of abnormality
SCI.9-12.IV.4.1.4 - [*Performance Standard*] - Discuss how stigma relates to abnormal behavior
SCI.9-12.IV.4.1.5 - [*Performance Standard*] - Discuss the impact of psychological disorders on the individual, family, and society
SCI.9-12.IV.4.2 - [*Content Standard*] - Categories of psychological disorders
SCI.9-12.IV.4.2.1 - [*Performance Standard*] - Describe the classification of psychological disorders
SCI.9-12.IV.4.2.2 - [*Performance Standard*] - Discuss the challenges associated with diagnosis
SCI.9-12.IV.4.2.3 - [*Performance Standard*] - Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
SCI.9-12.IV.4.2.4 - [*Performance Standard*] - Evaluate how different factors influence an individual's experience of psychological disorders

Treatment of Psychological Disorders

SCI.9-12.APS.1.1 - [*Content Standard*] - Perspectives on treatment
SCI.9-12.APS.1.1.1 - [*Performance Standard*] - Explain how psychological treatments have changed over time and among cultures
SCI.9-12.APS.1.1.2 - [*Performance Standard*] - Match methods of treatment to psychological perspectives
SCI.9-12.APS.1.1.3 - [*Performance Standard*] - Explain why psychologists use a variety of treatment options
SCI.9-12.APS.1.2 - [*Content Standard*] - Categories of treatment and types of treatment providers
SCI.9-12.APS.1.2.1 - [*Performance Standard*] - Identify biomedical treatments
SCI.9-12.APS.1.2.2 - [*Performance Standard*] - Identify psychological treatments
SCI.9-12.APS.1.2.3 - [*Performance Standard*] - Describe appropriate treatments for different age groups
SCI.9-12.APS.1.2.4 - [*Performance Standard*] - Evaluate the efficacy of treatments for particular disorders
SCI.9-12.APS.1.2.5 - [*Performance Standard*] - Identify other factors that improve the efficacy of treatment
SCI.9-12.APS.1.2.6 - [*Performance Standard*] - Identify treatment providers for psychological disorders and the training required for each
SCI.9-12.APS.1.3 - [*Content Standard*] - Legal, ethical, and professional issues in the treatment of psychological disorders
SCI.9-12.APS.1.3.1 - [*Performance Standard*] - Identify ethical challenges involved in delivery of treatment
SCI.9-12.APS.1.3.2 - [*Performance Standard*] - Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)