

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Human Behavior/Psychology 2 Course Curriculum

**Updated:** August 2023

### **Course Overview:**

Psychology is the scientific study of behavior and mental processes. This is the second half of our Psychology offerings. The course emphasizes insights students will use every day based upon both up to date research and historical theory within the field of Psychology. Human Behavior/Psychology 2 will go more in depth building upon the knowledge that was gained in Human Behavior/Psychology 1. Mastery in Human Behavior/ Psychology 1 is required. .

Topics of interests include Learning from the Behaviorist Perspective and Social Learning Theories. Students will learn the intricacies of how the human mind remembers and forgets. Students will explore the various theories of Personality and how personality is assessed depending on the theory being used. Social Psychology is explored by looking at various experiments on conformity and obedience, group dynamics and persuasion. Finally, Clinical Psychology will round out the course allowing students to compare normal and abnormal behavior and thoughts. They will identify patterns in behavior which signify certain disorders and discuss the current and historical ways in which to treat the disorders.

Course follows the [APA National Standards for High School Curricula](#)

Course Content and Outline:		
Chapter Names	Topics	Timeline
Unit 1: Learning	<ol style="list-style-type: none"><li>1. Classical Conditioning</li><li>2. Operant Conditioning</li><li>3. Social Learning</li></ol>	January-February
Unit 2: Memory	<ol style="list-style-type: none"><li>1. Memory Process</li><li>2. Encoding</li><li>3. Storage</li><li>4. Retrieval</li><li>5. Forgetting</li></ol>	February

	6. Memory Construction	
<b>Unit 3: Personality</b>	<ol style="list-style-type: none"> <li>1. Psychodynamic Personality Theories</li> <li>2. Social/Cognitive Personality Theories</li> <li>3. Trait Theories</li> <li>4. Personality Assessments</li> </ol>	March
<b>Unit 4: Social</b>	<ol style="list-style-type: none"> <li>1. Social Thinking</li> <li>2. Social Influence - Conformity and Obedience</li> <li>3. Group Dynamics</li> <li>4. Attraction</li> <li>5. Altruism</li> <li>6. Aggression</li> </ol>	April-May
<b>Unit 5: Clinical</b>	<ol style="list-style-type: none"> <li>1. Abnormal Behaviors</li> <li>2. Anxiety Disorders</li> <li>3. Mood Disorders</li> <li>4. Schizophrenia</li> <li>5. Dissociative Disorders</li> <li>6. Somatoform Disorders</li> <li>7. Personality Disorders</li> <li>8. Therapy</li> </ol>	May-June

## **Course Expectations and Skills:**

### **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

### **Materials Needed:**

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

### **Textbook:**

### **Resources:**

- Blair-Broeker/Thinking About Psychology 4e HS

### **Grading Scale:**

- Students will earn their grades based on the following categories of assignments:
  - Major Assessments: **35%**
  - Minor Assessments: **25%**
  - Classwork/Participation: **40%**

### **Teacher Information:**

TBA

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## Psychology 2

### Unit 1

#### Learning

**Updated:** August 2023

#### Unit Overview:

*This unit explores different learning techniques and processes. Learning is a change of behavior or knowledge that results from experience. It explains how we instinctively make connections or associations to learn day-to-day functions. The three different types of learning – classical conditioning, operant conditioning, and social learning are explored. The unit illustrates how the principles of learning are applied to human and animal behavior to such techniques as reinforcement.*

#### Essential Questions

1. How do Psychologists define learning?
2. How does classical conditioning influence behavior?
3. How does operant conditioning influence behavior?
4. What is the importance of cognitive processes and biological predispositions in conditioning and learning?
5. When and how does social learning occur?

#### Enduring Understandings

1. Psychologists define learning as a change in behavior.
2. People acquire certain behaviors through classical conditioning, a learning procedure in which associations are made between a neutral stimulus and a conditioned response.
3. Operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.
4. Both cognitive processes and biological predispositions occur simultaneously in both classical conditioning and operant conditioning.
5. Social learning, consisting of cognitive learning and modeling, involves how people make decisions and act upon the information available to them.

**Vocabulary (Key Terms) - Tier 2 and 3**

<p><b>Learning</b></p> <ol style="list-style-type: none"> <li>1. Learning</li> <li>2. Habituation</li> <li>3. Associative learning</li> <li>4. Conditioning</li> <li>5. Stimulus</li> <li>6. Cognitive learning</li> <li>7. Observational learning</li> <li>8. Classical conditioning</li> <li>9. Behaviorism</li> <li>10. Neutral stimulus (NS) Unconditioned Response (UCR or UR)</li> <li>11. Unconditioned Stimulus (UCS or US)</li> <li>12. Conditioned Response (CR)</li> <li>13. Conditioned Stimulus (CS)</li> </ol>	<ol style="list-style-type: none"> <li>14. Shaping</li> <li>15. Positive reinforcement</li> <li>16. Negative reinforcement</li> <li>17. Primary reinforcer</li> <li>18. Conditioned reinforcer (secondary reinforcers)</li> <li>19. Acquisition</li> <li>20. Higher-order conditioning (second-order conditioning)</li> <li>21. Extinction</li> <li>22. Spontaneous recovery</li> <li>23. Generalization</li> <li>24. Discrimination</li> </ol>	<ol style="list-style-type: none"> <li>25. Reinforcement schedule</li> <li>26. Continuous reinforcement</li> <li>27. Partial (intermittent) reinforcement</li> <li>28. Fixed ratio schedule</li> <li>29. Variable ratio schedule</li> <li>30. Fixed-interval schedule</li> <li>31. Variable-interval schedule</li> <li>32. Punishment</li> <li>33. Operant behaviors</li> <li>34. Operant conditioning</li> <li>35. Operant chamber</li> <li>36. (Skinner's box)</li> <li>37. Reinforcement</li> </ol>	<ol style="list-style-type: none"> <li>38. Taste aversion</li> <li>39. Cognitive map</li> <li>40. Latent learning</li> <li>41. Insight</li> <li>42. Intrinsic motivation</li> <li>43. Extrinsic motivation</li> <li>44. External locus of control</li> <li>45. Internal locus of control</li> <li>46. Observational learning (social learning)</li> <li>47. Modeling</li> <li>48. Mirror neurons</li> </ol>
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**Unit Learning Targets/Goals/Outcomes:**

Learning Target	<u>APA - High School Psychology &amp; NJSLs -Social Studies</u> (when applicable)	CCSS
<p>Learning</p> <ol style="list-style-type: none"> <li>1. Interpret classical conditioning, the learning procedure in which associations are made between a neutral stimulus and an unconditioned stimulus.</li> <li>2. Provide and create examples of classical conditioning that might happen in everyday life.</li> </ol>	<p><b>Learning</b></p> <ol style="list-style-type: none"> <li>1. PSYCH.9-12.DLP.2.1.1</li> <li>2. PSYCH.9-12.DLP.2.1.2</li> <li>3. PSYCH.9-12.DLP.2.2.1</li> <li>4. PSYCH.9-12.DLP.2.2.2</li> <li>5. PSYCH.9-12.DLP.2.2.2</li> <li>6. PSYCH.9-12.DLP.2.2.2</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

<ol style="list-style-type: none"> <li>3. Explain how operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.</li> <li>4. Explore classic experiments which allowed the exploration of classical conditioning concepts.</li> <li>5. Analyze how operant conditioning can be used in the educational system to increase or decrease learning.</li> <li>6. Explore classic experiments which allowed the exploration of operant conditioning concepts.</li> <li>7. Demonstrate how social learning involves people making decisions and acting upon the information available to them.</li> <li>8. Debate the effects of watching violence on children on their behaviors.</li> <li>9. Show examples of how cognitive maps will just occur without reinforcements.</li> </ol>	<ol style="list-style-type: none"> <li>7. PSYCH.9-12.DLP.2.3.1</li> <li>8. PSYCH.9-12.DLP.2.3.2</li> <li>9. PSYCH.9-12.DLP.2.3.3</li> </ol>	
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### Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Classical Conditioning Notes</li> <li>● Operant Conditioning notes</li> <li>● Reinforcement Schedules notes</li> <li>● Classical Conditioning example Worksheets</li> <li>● Operant Conditioning Worksheets</li> <li>● Schedules of reinforcement Worksheets</li> <li>● Classical Conditioning Melodrama Assessment</li> <li>● Memory Guided notes</li> </ul> <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> <li>● <i>Thinking About Psychology: The Science of Mind and Behavior</i>, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman &amp; Worth, 2019)</li> <li>● 'Famous Studies in Psychology' (adapted from <i>Forty Studies that Changed Psychology</i>) - Caroline Clement, Aaron Portenga</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> <li>● <a href="#">Positive Psychology - Conditioning</a></li> <li>● <a href="#">Forgetting Curve</a></li> <li>● <a href="#">APA lessons</a></li> <li>● Thinking About Psychology: The Science of Mind and Behavior E-textbook &amp; online resources</li> </ul>

#### List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)

- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

### Assessments:

Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> <li>• Inclass and HW worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test on Learning</li> <li>• Project Creating Classical Conditioning Melodrama</li> <li>• Debate on violence and video games</li> </ul>

### Interdisciplinary Connections

#### English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)



- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPKSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

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## Psychology 2 Unit 2

### Memory

**Updated:** August 2023

#### Unit Overview:

*In this unit, we will look at the processes of memory as a system that processes information in three steps. This unit also discusses the important role of meaning, imagery, and organization in encoding new memories, how memory is represented physically in the brain, and how forgetting may result from failure to encode or store information or to find appropriate retrieval cues. The unit also discusses the issue of memory construction. How “true” are our memories of events? A particularly controversial issue in this area involves children’s memories.*

*This unit lesson plan will present research on the accuracy of memories, how memories can change, implications for eyewitness testimony, and more. It will focus on the set of systems that allow us to encode, store, and retrieve information. It will present classic experiments of researchers such as Ebbinghaus, Sperling, and Loftus*

#### Essential Questions

1. How is memory seen in terms of information processing?
2. What forms does sensory memory come in?
3. How much effort is needed in remembering?
4. What is the capacity of memory?
5. What brain structures are included in the formation and retention of memories.
6. What are the various ways that memories can be retrieved?
7. Why are retrieval cues important in the retrieval of memories?
8. Why are our memories not always accurate?

#### Enduring Understandings

1. Memory is seen in terms of information processing using a three step method of sensory memory, short term memory and long term memory.
2. Iconic and echoic memory both help the person to get a full memory.
3. There are different levels of encoding and processing, distinguishing between automatic and effortful processing.
4. The capacity and duration of long term memory is expansive and occurs with the synaptic changes that may underlie memory formation and storage.

	<ol style="list-style-type: none"> <li>5. There is a difference between implicit and explicit memory and describe the role of the hippocampus in explicit memory.</li> <li>6. Recall, recognition and relearning measures of memory are all ways to get information out of memory.</li> <li>7. The importance of retrieval cues are seen in state and context dependent memories.</li> <li>8. Retrieval failure and the effects of interference and repression on retrieval will combine to have normal memory loss.</li> </ol>
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**Vocabulary (Key Terms) - Tier 2 and 3**

<b>Memory</b> <ol style="list-style-type: none"> <li>1. Encode</li> <li>2. Store</li> <li>3. Retrieve</li> <li>4. Parallel processing</li> <li>5. Sensory memory</li> <li>6. Short-term memory</li> <li>7. Working memory</li> <li>8. Long-term memory</li> <li>9. Explicit memories</li> <li>10. Effortful processing</li> </ol>	<ol style="list-style-type: none"> <li>11. Automatic processing</li> <li>12. Implicit memory</li> <li>13. Iconic memory</li> <li>14. Echoic memory</li> <li>15. Chunking</li> <li>16. Mnemonics</li> <li>17. Spacing effect</li> <li>18. Amnesia</li> <li>19. Flashbulb memories</li> </ol>	<ol style="list-style-type: none"> <li>20. Recognition</li> <li>21. Relearning</li> <li>22. Retrieval cues</li> <li>23. Priming</li> <li>24. Context-dependent</li> <li>25. State-dependent</li> <li>26. Mood congruent</li> <li>27. Serial position effect (Primacy/Recency effect)</li> </ol>	<ol style="list-style-type: none"> <li>28. Anterograde amnesia</li> <li>29. Retrograde amnesia</li> <li>30. Encoding failure</li> <li>31. Storage decay</li> <li>32. Retrieval failure</li> <li>33. Proactive interference</li> <li>34. Retroactive interference</li> </ol>
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**Unit Learning Targets/Goals/Outcomes:**

Learning Target	<u><a href="#">APA - High School Psychology &amp; NJSLs -Social Studies</a></u> (when applicable)	CCSS
<b>Memory</b> <ol style="list-style-type: none"> <li>1. Differentiate the three processes involved in memory: encoding, storage, and retrieval.</li> <li>2. Compare and Contrast between the different processes of memory (sensory, short term and long term memory)</li> <li>3. Describe iconic and echoic memory in relation to Sperling's experiment</li> </ol>	<b>Memory</b> <ol style="list-style-type: none"> <li>1. PSYCH.9-12.CP.2.1.1</li> <li>2. PSYCH.9-12.CP.2.1.2</li> <li>3. PSYCH.9-12.CP.2.1.3</li> <li>4. PSYCH.9-12.CP.2.2.1</li> <li>5. PSYCH.9-12.CP.2.2.2</li> <li>6. PSYCH.9-12.CP.2.2.1</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

<ol style="list-style-type: none"> <li>4. Recognize that stored memory can be retrieved by recognition, recall, and relearning.</li> <li>5. Distinguish between automatic and effortful processes</li> <li>6. Explain the importance of meaning, imagery and organization in the encoding processes.</li> <li>7. Describe the capacity and duration of long-term memory and the brain changes that occur.</li> <li>8. Compare and Contrast implicit and explicit memory and the role of the hippocampus.</li> <li>9. Identify examples of recall, recognition and relearning in memory recall.</li> <li>10. Explain state and context dependent memory effect of memory recall.</li> <li>11. Compare and Contrast different types of memory failures.</li> <li>12. Identify memory disorders that impact memory throughout the lifetime.</li> </ol>	<ol style="list-style-type: none"> <li>7. PSYCH.9-12.CP.2.2.3</li> <li>8. PSYCH.9-12.CP.2.2.1</li> <li>9. PSYCH.9-12.CP.2.2.3</li> <li>10. PSYCH.9-12.CP.2.2.1</li> <li>11. PSYCH.9-12.CP.2.2.1</li> <li>12. PSYCH.9-12.CP.2.2.3</li> </ol>	<ol style="list-style-type: none"> <li>PSYCH.9-12.CP.2.2.2</li> <li>PSYCH.9-12.CP.2.2.2</li> <li>PSYCH.9-12.CP.2.2.4</li> </ol>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Memory notes</li> <li>● Memory Demonstration</li> <li>● Alzheimer’s Webquest</li> <li>● Memory Guided notes</li> <li>● Brain Games guided worksheet</li> <li>● Slippery Snake encoding game</li> </ul> <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> <li>● <i>Thinking About Psychology: The Science of Mind and Behavior</i>, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman &amp; Worth, 2019)</li> <li>● ‘Famous Studies in Psychology’ (adapted from <i>Forty Studies that Changed Psychology</i>) - Caroline Clement, Aaron Portenga</li> <li>● The Person with the World’s Best Memory</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> <li>● <a href="#">Positive Psychology - Conditioning</a></li> <li>● <a href="#">Forgetting Curve</a></li> <li>● <a href="#">APA Memory Lesson</a></li> <li>● <a href="#">Two Day lesson plans (APA)</a></li> <li>● Thinking About Psychology: The Science of Mind and Behavior E-textbook &amp; online resources</li> </ul>
<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">ELL</a></li> </ul>		

- [Gifted and Talented](#)

### Assessments:

Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> <li>• Inclass and HW worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test on Learning</li> <li>• Unit test on Memory</li> <li>• Project on Memory Loss</li> <li>• Webquest on Alzheimers</li> </ul>

### Interdisciplinary Connections

#### English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)

- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

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## Psychology 2 Unit 3

### Personality

Updated: August 2023

#### Unit Overview:

*Personality refers to the long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways. Our personality is what makes us unique individuals. Each person has an unique pattern of enduring, long-term characteristics and a manner in which he or she interacts with other individuals and the world around them. Our personalities are thought to be long term, stable, and not easily changed. The word personality comes from the Latin word persona.*

*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, compared and analyzed. Also looked at are the personality assessment tools that the different schools of thought use and will be investigated in terms of validity and reliability.*

#### Essential Questions

##### Personality

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. How can a psychologist study Personality?
4. What do personality tests accomplish?
5. How is the difficulty of assessing personality compounded by issues of reliability and validity?

#### Enduring Understandings

##### Personality

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



	<p>the positive aspects of human nature; trait theorists believe that character traits account for consistency of behavior in different situations.</p> <ol style="list-style-type: none"> <li>3. The research of Personality is contentious because of the differing personality theories.</li> <li>4. Personality tests are used to assess personality characteristics and to identify certain traits.</li> <li>5. Personality is seen in a cultural context and many times reliability and validity do not adhere to cultural expectations..</li> </ol>
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**Vocabulary (Key Terms) - Tier 2 and 3**

<p><b>Personality</b></p> <ol style="list-style-type: none"> <li>1. personality</li> <li>2. free association</li> <li>3. psychoanalysis</li> <li>4. unconscious</li> <li>5. id</li> <li>6. ego</li> </ol>	<ol style="list-style-type: none"> <li>7. superego</li> <li>8. Oedipus complex identification</li> <li>9. fixation</li> <li>10. defense mechanisms</li> <li>11. repression</li> <li>12. collective unconscious</li> </ol>	<ol style="list-style-type: none"> <li>13. projective test</li> <li>14. Thematic Apperception Test (TAT)</li> <li>15. Rorschach inkblot test humanistic theories self-actualization</li> <li>16. unconditional positive regard self-concept</li> <li>17. trait</li> </ol>	<ol style="list-style-type: none"> <li>18. personality inventory</li> <li>19. social-cognitive perspective behavioral approach</li> <li>20. reciprocal determinism</li> <li>21. positive psychology</li> <li>22. self</li> <li>23. individualism</li> <li>24. collectivism</li> </ol>
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**Unit Learning Targets/Goals/Outcomes:**

<b>Learning Target</b>	<p><u><a href="#">APA - High School Psychology &amp; NJSLs -Social Studies</a></u> (when applicable)</p>	<b>CCSS</b>
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<p><b>Personality</b></p> <ol style="list-style-type: none"> <li>1. Explore how personality theories provide a way of organizing the many characteristics that people have.</li> <li>2. Describe how the psychodynamic perspective explains personality.</li> <li>3. Summarize the three components of Freud’s psychoanalytic theory: the id, ego and superego</li> <li>4. Explain how later psychodynamic theories assess personality and include the new psychodynamic theories by neo-Freudians.</li> <li>5. Describe how contemporary researchers evaluated the validity of the psychodynamic perspective on personality.</li> <li>6. Critique how behaviorists think some aspects of personality are learned.</li> <li>7. Analyze how the positive aspects of human nature are emphasized by humanistic and cognitive theories</li> <li>8. Explain how the humanistic psychologists view personality and how personality changes and grows.</li> <li>9. Describe how contemporary researchers evaluated the validity of the humanistic perspective of personality.</li> <li>10. Distinguish how trait theorists account for the consistency of behavior in different situations.</li> <li>11. Identify whether there are different personality types and if so describe how theorists suggest that we describe and measure them.</li> <li>12. Compare and contrast Gordon Allport, Raymond Cattell and Hans Eysenck Theories.</li> <li>13. List the dimensions of the Big 5.</li> <li>14. Identify the strengths and weaknesses of the Trait Theorists.</li> <li>15. Analyze different personality inventories based on reliability and validity</li> <li>16. Describe how social cognitive theorists explain the development of personality as an relation between the environment and behavior</li> <li>17. List the strengths and weaknesses of the social cognitive perspective.</li> </ol>	<p><b>Personality</b></p> <ol style="list-style-type: none"> <li>1. PSYCH.9-12.SPP.2.1.1</li> <li>2. PSYCH.9-12.SPP.2.1.1</li> <li>3. PSYCH.9-12.SPP.2.1.1</li> <li>4. PSYCH.9-12.SPP.2.1.1</li> <li>5. PSYCH.9-12.SPP.2.1.5</li> <li>6. PSYCH.9-12.SPP.2.1.2</li> <li>7. PSYCH.9-12.SPP.2.1.2</li> <li>8. PSYCH.9-12.SPP.2.1.2</li> <li>9. PSYCH.9-12.SPP.2.1.2</li> <li>10. PSYCH.9-12.SPP.2.1.3</li> <li>11. PSYCH.9-12.SPP.2.1.3 PSYCH.9-12.SPP.2.2.1 PSYCH.9-12.SPP.2.2.2 PSYCH.9-12.SPP.2.1.4</li> <li>12. PSYCH.9-12.SPP.2.1.3</li> <li>13. PSYCH.9-12.SPP.2.1.3</li> <li>14. PSYCH.9-12.SPP.2.1.3</li> <li>15. PSYCH.9-12.SPP.2.2.1 PSYCH.9-12.SPP.2.2.2 PSYCH.9-12.SPP.2.2.3</li> <li>16. PSYCH.9-12.SPP.2.1.3</li> <li>17. PSYCH.9-12.SPP.2.1.3</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
Personality Notes	<ul style="list-style-type: none"> <li>• <i>Thinking About Psychology: The</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> </ul>

Personality Testing Notes Personality Tests - Big Five Personality Tests/Quizzes Cat in the Hat demonstration Defense Mechanisms Inside Out worksheet Jung Mask Project  Folder of Lesson Resources	<i>Science of Mind and Behavior</i> , 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman & Worth, 2019) <ul style="list-style-type: none"> <li>• 'Famous Studies in Psychology' (adapted from <i>Forty Studies that Changed Psychology</i>) - Caroline Clement, Aaron Portenga</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Gilder Lehrman Institute of American History</a></li> <li>• <a href="#">Personality Test - Big Five</a></li> <li>• <a href="#">Myers Briggs</a></li> <li>• <a href="#">APA lessons on Personality</a></li> <li>• <a href="#">7 day positive psych lesson plan</a></li> <li>• Thinking About Psychology: The Science of Mind and Behavior E-textbook &amp; online resources</li> </ul>
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<b>List of Accommodations and Modifications</b> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
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<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Personality unit test</li> <li>• Personality mask Project</li> <li>• Social Test</li> <li>• Clinical Test</li> </ul>

<b>Interdisciplinary Connections</b>
English Language Arts <ul style="list-style-type: none"> <li>• NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> </ul>

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Psychology 2

### Unit 4

## Social Psychology

Updated: August 2023

### Unit Overview:

*Social psychology is the scientific study of how we think about, feel about, and behave toward the people in our lives and how our thoughts, feelings, and behaviors are influenced by those people. Social psychology concerns the connections between the individual person and the social situation. The social situation refers to the other people we interact with every day. The key aspect of the social situation is that the people around us produce social influence, or the processes through which other people change our thoughts, feelings, and behaviors, and through which we change theirs. Social influence operates largely through social norms. 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 also explained.*

#### Essential Questions

##### Social

1. Why does attraction develop between people?
2. How do people form judgments of others?
3. What types of relationships are formed by people?
4. How are groups formed?
5. Why do people engage in group behavior?
6. Why do conflicts arise, and how do people respond to those conflicts?
7. What is an attitude, and how do they influence behavior?
8. How are attitudes formed, and why do they change?

#### Enduring Understandings

##### Social

1. 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.
2. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others.
3. People experience different types of love and relationships throughout their lives.
4. A group – a collection of people who interact, share common goals, and influence how members think and act – is unified by

<p>9. How does persuasion influence people?</p>	<p>the attitudes and standards members share and by their commitment to those beliefs.</p> <ol style="list-style-type: none"> <li>5. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities.</li> <li>6. Conflicts between groups are a fact of everyday life, and individuals often give up responsibility for their actions by perceiving and responding to situations as a group.</li> <li>7. 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.</li> <li>8. Attitudes are formed through compliance, identification, and internalization, and may be changed as a result of cognitive dissonance.</li> <li>9. Persuasion is a direct attempt to influence attitudes; people evaluate when, where, and how a message is presented, as well as its credibility.</li> </ol>
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**Vocabulary (Key Terms) - Tier 2 and 3**

<p><b>Social</b></p> <ol style="list-style-type: none"> <li>1. attribution theory</li> <li>2. fundamental attribution error</li> <li>3. attitude</li> <li>4. peripheral route persuasion</li> <li>5. central route persuasion</li> <li>7. Foot-in-the-door phenomenon</li> <li>6. role</li> <li>7. cognitive dissonance theory</li> </ol>	<ol style="list-style-type: none"> <li>8. conformity</li> <li>9. normative social influence</li> <li>10. informational social influence</li> <li>social facilitation</li> <li>11. social loafing</li> <li>12. deindividuation</li> <li>13. group polarization</li> <li>groupthink</li> <li>14. culture</li> <li>15. norm</li> <li>16. prejudice</li> </ol>	<ol style="list-style-type: none"> <li>17. stereotype</li> <li>18. discrimination</li> <li>19. just-world phenomenon</li> <li>20. ingroup</li> <li>21. outgroup</li> <li>22. ingroup bias</li> <li>23. scapegoat theory</li> <li>24. aggression</li> <li>25. frustration-aggression</li> </ol>	<ol style="list-style-type: none"> <li>26. principle</li> <li>27. mere exposure effect</li> <li>passionate love</li> <li>28. companionate love</li> <li>29. equity</li> <li>30. altruism</li> <li>31. bystander effect</li> <li>32. conflict</li> <li>33. social trap</li> </ol>
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**Unit Learning Targets/Goals/Outcomes:**

Learning Target	<a href="#">APA - High School Psychology &amp; NJSLs -Social Studies</a> (when applicable)	CCSS
<p><b>Social</b></p> <ol style="list-style-type: none"> <li>1. Relate how we depend on others to survive and the factors that influence our attraction to others.</li> <li>2. Appraise the ways in which we explain the behavior of others by making judgments about them based on our perceptions of them.</li> <li>3. Explore the different types of love and relationships people experience throughout their lives.</li> <li>4. Define a group and explore how groups are unified by shared attitudes and standards.</li> <li>5. Comprehend how people in groups respond to peer pressure or figures of authority.</li> <li>6. Discriminate the conflicts between groups that result because groups influence how individuals perceive and respond to situations.</li> <li>7. Defend how our attitudes are a result of conditioning, observational learning, and cognitive evaluation.</li> <li>8. Relate how attitudes define us and how they are formed and changed and how they change us.</li> <li>9. Explain how persuasion can be used to influence behavior.</li> <li>10. Describe what research says about obedience and conformity.</li> </ol>	<p><b>Social</b></p> <ol style="list-style-type: none"> <li>1. PSYCH.9-12.SPP.1.1.1 PSYCH.9-12.SPP.1.1.2</li> <li>2. PSYCH.9-12.SPP.1.1.3</li> <li>3. PSYCH.9-12.SPP.1.2.4</li> <li>4. PSYCH.9-12.SPP.1.2.1 PSYCH.9-12.SPP.1.2.2</li> <li>5. PSYCH.9-12.SPP.1.2.3</li> <li>6. PSYCH.SPP.1.2.2 PSYCH.9-12.SPP.1.2.5</li> <li>7. PSYCH.SPP.1.1.2</li> <li>8. PSYCH.9-12.SPP.1.1.2 PSYCH.9-12.SPP.1.1.3</li> <li>9. PSYCH.9-12.SPP.1.2.3</li> <li>10. PSYCH.9-12.SPP.2.2.1 PSYCH.9-12.SPP.2.2.2</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>



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<b>Unit Resources:</b>
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Lesson Resources	Text Resources	Technology & Online Resources
Social Notes Social PPT Persuasion Project Bomb Shelter activity Attribution Scale  Folder of Lesson Resources	<ul style="list-style-type: none"> <li>● <i>Thinking About Psychology: The Science of Mind and Behavior</i>, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman &amp; Worth, 2019)</li> <li>● 'Famous Studies in Psychology' (adapted from <i>Forty Studies that Changed Psychology</i>) - Caroline Clement, Aaron Portenga</li> <li>● Article of Kitty Genovse</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> <li>● <a href="#">Milgram Study</a></li> <li>● <a href="#">Stanford Prison Experiment</a></li> <li>● Thinking About Psychology: The Science of Mind and Behavior E-textbook &amp; online resources</li> </ul>

<b>List of Accommodations and Modifications</b> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">ELL</a></li> <li>● <a href="#">Gifted and Talented</a></li> </ul>
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<b>Assessments:</b>
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Formative	Summative
<ul style="list-style-type: none"> <li>● Daily warm-up questions &amp; discussion</li> <li>● Daily exit checks</li> <li>● Unit vocabulary assignments</li> <li>● Whole-class discussion during content lectures</li> <li>● Analysis of/response to case studies</li> <li>● EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>● Personality unit test</li> <li>● Personality mask Project</li> <li>● Social Test</li> <li>● Clinical Test</li> </ul>

## Interdisciplinary Connections

### English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences

- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Psychology 2 Unit 5

### Clinical Psychology

Updated: August 2023

#### Unit Overview:

*The process by which normal behavior becomes abnormal is explored along with common types of psychological disorders. Here we will look at behaviors/ thoughts/ attitudes that are maladaptive, unjustifiable, atypical and disturbing within a certain culture. We will see how historically how disorders have changed throughout time and cultures and how the American Psychological Association currently categorizes them. Also in this unit, we will look at approaches to therapy including both psychological and biological interventions, all with the goal of alleviating distress. Because psychological problems can originate from various sources—biology, genetics, childhood experiences, conditioning, and sociocultural influences—psychologists have developed many different therapeutic techniques and approaches corresponding to the different schools of thought.*

#### Essential Questions

##### Clinical

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 Understandings

##### Clinical

1. 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.
2. Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders.
3. Psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Sigmund Freud; humanistic therapy helps people reach their full potential.

	<ol style="list-style-type: none"> <li>4. Cognitive and behavior therapies help clients develop new ways of thinking and behaving.</li> <li>5. Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients.</li> </ol>
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**Vocabulary (Key Terms) - Tier 2 and 3**

<p><b>Clinical</b></p> <ol style="list-style-type: none"> <li>1. psychological disorder</li> <li>2. attention deficit/hyperactivity disorder (ADHD)</li> <li>3. medical model</li> <li>4. DSM-5</li> <li>5. anxiety disorders</li> <li>6. generalized anxiety disorder</li> <li>7. panic disorder</li> <li>8. phobia</li> <li>9. social anxiety disorder</li> <li>10. agoraphobia</li> <li>11. obsessive-compulsive disorder (OCD)</li> <li>12. post-traumatic stress disorder (PTSD)</li> </ol>	<ol style="list-style-type: none"> <li>12. mood disorders</li> <li>13. major depressive disorder</li> <li>14. mania</li> <li>15. bipolar disorder</li> <li>16. schizophrenia</li> <li>17. psychosis</li> <li>18. delusions</li> <li>19. hallucination</li> <li>20. somatic symptom disorder</li> <li>21. conversion disorder</li> <li>22. illness anxiety disorder</li> <li>23. dissociative disorders</li> <li>24. dissociative identity disorder (DID)</li> <li>25. anorexia nervosa</li> </ol>	<ol style="list-style-type: none"> <li>25. bulimia nervosa</li> <li>26. binge-eating disorder</li> <li>27. personality disorders</li> <li>28. antisocial personality disorder psychotherapy</li> <li>29. biomedical therapy</li> <li>30. eclectic approach</li> <li>31. psychoanalysis</li> <li>32. client-centered therapy active listening</li> <li>33. unconditional positive regard</li> <li>34. behavior therapy</li> <li>35. counterconditioning exposure therapies</li> </ol>	<ol style="list-style-type: none"> <li>36. systematic desensitization</li> <li>37. virtual reality exposure therapy</li> <li>38. aversive conditioning</li> <li>39. token economy</li> <li>40. cognitive therapy</li> <li>41. rational-emotive behavior therapy (REBT)</li> <li>42. cognitive-behavioral therapy (CBT)</li> <li>43. group therapy</li> <li>44. family therapy</li> <li>45. psychopharmacology antipsychotic drugs</li> <li>46. anti-anxiety drugs</li> <li>47. antidepressant drugs</li> <li>48. electroconvulsive therapy (ECT)</li> <li>49. lobotomy</li> </ol>
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**Unit Learning Targets/Goals/Outcomes:**

Learning Target	<u>APA - High School Psychology &amp; NJSLs - Social Studies (when applicable)</u>	CCSS
<b>Clinical</b>	Clinical 1. Psych.9-12.MPHP.1.1.1	<ul style="list-style-type: none"> <li>• <a href="#">Literacy in History</a></li> </ul>

<ol style="list-style-type: none"> <li>1. Appraise how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</li> <li>2. . Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.</li> <li>3. Describe how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people.</li> <li>4. Illustrate how schizophrenia involves confused and disorganized thoughts, and mood disorders involve disturbances in the experience and expressions of depression</li> <li>5. Predict how personality disorders and drug addiction prohibit normal relationships and normal functioning.</li> <li>6. Categorize psychotherapy and how it is the general term for several approaches used to treat psychological disorders.</li> <li>7. Discover how psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Freud.</li> <li>8. Evaluate how cognitive and behavior therapies help clients develop new ways of thinking and behaving.</li> <li>9. Generalize how biological approaches to treatment rely on methods such as medication, electric shock therapy and surgery to help clients.</li> <li>10. Describe the ethical rules therapists need to follow to help their clients and their families.</li> </ol>	<ol style="list-style-type: none"> <li>Psych.9-12.MPHP.1.1.2</li> <li>Psych.9-12.MPHP.1.1.3</li> <li>Psych.9-12.MPHP.1.1.4</li> <li>Psych.9-12.MPHP.1.1.5</li> <li>2. Psych.9-12.MPHP.1.2.1</li> <li>Psych.9-12.MPHP.1.2.2</li> <li>Psych.9-12.MPHP.1.2.3</li> <li>3. Psych.9-12.MPHP.1.2.3</li> <li>4. Psych.9-12.MPHP.1.2.3</li> <li>5. Psych.9-12.MPHP.1.1.5</li> <li>6. Psych.9-12.MPHP.3.1.1</li> <li>7. Psych.9-12.MPHP.3.1.2</li> <li>Psych.9-12.MPHP.3.1.3</li> <li>8. Psych.9-12.MPHP.3.1.2</li> <li>Psych.9-12.MPHP.3.2.1</li> <li>9. Psych.9-12.MPHP.3.1.1</li> <li>Psych.9-12.MPHP.3.1.2</li> <li>10. Psych.9-12.MPHP.3.2.2</li> <li>Psych.9-12.MPHP.3.3.3</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources

<p>What is Abnormal activity Abnormal notes Notes on various disorders Psychological Disorders of fictional characters Fractured Fairy Tales activity Disorder Chart Therapy Notes</p> <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> <li>• <i>Thinking About Psychology: The Science of Mind and Behavior</i>, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman &amp; Worth, 2019)</li> <li>• 'Famous Studies in Psychology' (adapted from <i>Forty Studies that Changed Psychology</i>) - Caroline Clement, Aaron Portenga</li> <li>• Decoding Schizophrenia (case study)</li> <li>• Police Screening (case study)</li> <li>• Japanese College Ad (case study)</li> <li>• Helping (case study)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Gilder Lehrman Institute of American History</a></li> <li>• <a href="#">APA lesson plan on therapy.</a></li> <li>• Thinking About Psychology: The Science of Mind and Behavior E-textbook &amp; online resources</li> </ul>
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<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
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Assessments:	
Formative	Summative
<ul style="list-style-type: none"> <li>• Daily warm-up questions &amp; discussion</li> <li>• Daily exit checks</li> <li>• Unit vocabulary assignments</li> <li>• Whole-class discussion during content lectures</li> <li>• Analysis of/response to case studies</li> <li>• EDpuzzle videos</li> </ul>	<ul style="list-style-type: none"> <li>• Fairytale therapy Project</li> <li>• Clinical Test</li> <li>• Therapy Posters</li> </ul>

Interdisciplinary Connections
English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art



#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)