

## Grades 9-12 Psychology: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Social Interaction and Sociocultural Diversity	3 weeks	Holt McDougal <i>Psychology Principles in Practice</i>	Students will describe and discuss social cognition, influence, and relations.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	P.51, P.52, P.53, P.54, P.55, P.56, P.57, P.58, P.59, P.60 P.61, P.62, P.63, P.64, P.65, P.66, P.67, P.68, P.69, P.70
Q2, Unit 2 Memory	3 weeks	Holt McDougal <i>Psychology Principles in Practice</i>	Students will analyze encoding, storage, and retrieval of memory.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	P.71, P.72, P.73, P.74, P.75, P.76, P.77, P.78, P.79, P.80, P.81
Q2, Unit 3 Psychological Disorders	3 weeks	Holt McDougal <i>Psychology Principles in Practice</i>	Students will explore perspectives on abnormal behavior and categories of psychological disorders.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	P.82, P.83, P.84, P.85

## Subject: Quarter 1 Map Instructional Framework

### Planning with the Map

The curriculum map outlines the content and pacing for each grade and subject. Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

### Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

### Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.....	Appendix A, p.58
Frayer Model.....	Appendix A, p.59
List/Group/Label.....	Appendix A, p.60
Semantic Webbing.....	Appendix A, p.61
SVES (Elaboration).....	Appendix A, p.62
Vocabulary Squares.....	Appendix A, p.63
Word Sorts.....	Appendix A, p.58

## Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1 .....p.4
- Chunking.....p.47
- Document Analysis Templates .....p.61
- Evaluating Arguments in a Resource Book ..... p.63
- Evidence Logs .....p.66
- Read Aloud .....p.130
- Reader's Theater .....p.132
- Save the Last Word for Me .....p.136
- Text to Text, Text to Self, Text to World .....p.148
- Two Column Note Taking .....p.157
- Word Wall .....p.165

## Grades 9 -12 Psychology: Quarter 2, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Social Interaction and Sociocultural Diversity	3 weeks	Holt McDougal <i>Psychology Principles in Practice</i>	Students will describe and discuss social cognition, influence, and relations.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	P.51, P.52, P.53, P.54, P.55, P.56, P.57, P.58, P.59, P.60 P.61, P.62, P.63, P.64, P.65, P.66, P.67, P.68, P.69, P.70

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Holt McDougal <i>Psychology Principles in Practice</i>				
<b>Standards</b>	P.51, P.52	P.51, P.52	P.53, P.54	P.53, P.54	P.51-P.55
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Concept Map	One paragraph response to prompt: Do attitudes predict behavior?	Persuading Others to Look Like You p.567 Answer the question posed	Graphic Organizer/Methods of Persuasion	Review for Weekly Assessment
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>Modeling the Standard</li> <li>Daily Agenda</li> <li>Essential Question: What are attitudes?</li> </ul>	EQ: How do attitudes and behavior shape one another?	EQ: What are the main methods of persuasion?	EQ: How do the message and messenger relate to persuasion?	EQ: How do I apply the concepts learned this week?
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> <li>Popcorn Read</li> <li>Cornell Notes</li> </ul>	Transparencies Power Point Presentation	Choral Read Popcorn Read	Attitude and Persuasion Video	Students will be given a written assessment
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Small Groups/ Discussion questions Reflection/Personal Connections	Think, Pair, Share	Socratic Seminar	Appealing to Emotion p.569 Elbow Partners	Each student will complete the assessment individually
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Cornell Notes Summary	Exit Ticket: 3,2,1	Harvard Visible Thinking Routine: I used to think..., but now I think...	Save the Last Word for Me	Exit Ticket: Turn in completed assessment

## Grades 9 -12 Psychology: Quarter 2, Unit 1 - Week 1

<b>Social Interaction: Week 1</b>	
<b>Essential Question(s)</b>	What are attitudes? How do attitudes and behavior shape one another? What are the main methods of persuasion? How do the message and messenger relate to persuasion?
<b>Student Outcomes</b>	Students can explain how attitudes develop. Students can discuss how attitudes and behaviors are related. Students can discuss how the message and messenger relate to persuasion. Students can explain how the situation and the audience affect persuasion.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> Chapter 20, pp.561-570 <b>Required Texts:</b> The Safford Prison Experiment (R17) Attitudes and Achievement (Holt Teacher Resources) <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> Abu Ghraib Prison: An Atrocity Producing Situation
<b>Text Specific and Text Dependent Questions</b>	According to the text, what are attitudes? What are two of the four ways that people's attitudes develop? Based on your reading, how do you eliminate dissonance? What did the author mean by leaning through conditioning?
<b>Suggested Classroom Strategies</b>	Think/Pair/Share, Socratic Seminar, Elbow Partners, Reflect and Connect, Discussion Partners
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Identify an attitude or tendency you would like to change. Using the attitudes-follow-behavior principle, how might you go about changing that attitude?  <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.51, F.52, P.53, P.54, P.55

## Grades 9 -12 Psychology: Quarter 2, Unit 1 - Week 2

<b>Social Interaction: Week 2</b>	
<b>Essential Question(s)</b>	What attitudes and actions are part of the prejudicial view? What are some of the major causes of prejudice? What are some ways that individuals can help overcome prejudice?
<b>Student Outcomes</b>	Student can explain the major causes of prejudice. Students can discuss how concepts of physical appearance vary. Student can discuss the extent to which people form perceptions based on first impressions. Student can explain what attribution theory says about how we perceive ourselves and others.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> Chapter 20, pp.571-577 <b>Required Texts:</b> A Class Divided <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> Blink Case Study: The Black Experience The Psychology of Prejudice and Racism/What can psychology tell us about prejudice and racism?
<b>Text Specific and Text Dependent Questions</b>	What is the connection between stereotyping and discrimination? According to the text, what is the definition of prejudice? Using the information found on p.572, why do people tend to develop stereotypes? Why are some people prejudiced and others are not?
<b>Suggested Classroom Strategies</b>	Cornell Notes, Vocabulary Cards, Interpreting Visuals, Interpreting Charts, Graphic Organizers, Case Study
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  In your own words, describe observational learning and cognitive anchors as influences on attitude formation. Are they at all similar? Why? <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.57, P.59

## Grades 9 -12 Psychology: Quarter 2, Unit 1 - Week 3

<b>Social Interaction: Week 3</b>	
<b>Essential Question(s)</b>	How does non-verbal communication influence our perception of others? How do concepts of physical appearance vary? What is the difference between friendship and love? Why are similarity and reciprocity essential to attraction?
<b>Student Outcomes</b>	Student can discuss how nonverbal communication influences our perceptions of others. Students can discuss how concepts of physical attraction vary. Students can explain why similarity and reciprocity are essential to attraction. Students can discuss the difference between friendship and love.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> Chapter 20, pp. 578-583 <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> Are You a "Master" of Nonverbal Communication? Iresearch: Non-Verbal Cues Social Psychology-Human Attraction
<b>Text Specific and Text Dependent Questions</b>	What did the author mean by universals of beauty? According to the text what part of attraction is more universal, and what parts are more particular to individual preferences? After reading about physical appearance, why did the author state that there is no single answer as to what qualities make someone physically attractive? Based on the information in the <i>Friendship and Love</i> section, what is the triangular model of love?
<b>Suggested Classroom Strategies</b>	Cornell Notes, Vocabulary Cards, Interpreting Visuals, Interpreting Charts, Graphic Organizers, Case Study, Experiment
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Support Your Position: Why do you think it is that, although physical attraction is initially crucial, traits such as honesty and loyalty later become more important to a relationship? <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.60, P.70

## Grades 9-12 Psychology: Quarter 2, Unit 1 Vocabulary

**Tier 2 Vocabulary** - attitude, two-sided argument, emotional appeal, sales resistance, attraction, reciprocity, intimacy, passion, commitment, authoritarian leaders, democratic leaders, laissez-faire leaders, conform, social norms, explicit norms, implicit norms, prejudice, discrimination, scapegoat, persuasion

**Tier 3 Vocabulary** - self-concept, cognitive evaluation, cognitive anchor, central route, peripheral route, social perception, primary effect, recency effect, attribution theory, fundamental attribution error, actor-observer bias, self-serving bias, matching hypothesis, triangular model of love, social facilitation, evaluation apprehension, social loafing, diffusion of responsibility, risky shift, social decision schemes, group polarization, foot-in-the-door effect, catharsis, altruism, bystander effect

## Grades 9 -12 Psychology: Quarter 2, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 Memory	3 weeks	Holt McDougal <i>Psychology Principles in Practice</i>	Students will analyze encoding, storage, and retrieval of memory.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	P.71, P.72, P.73, P.74, P.75, P.76, P.77, P.78, P.79, P.80, P.81

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Holt McDougal <i>Psychology Principles in Practice</i>				
<b>Standards</b>	P71, P.72	P.71, P.72	P.71, P.72	P.73	P.71, P.73
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Cards	Write a paragraph explaining a personal example of episodic memory.	Explain semantic memory in your own words.	Explain implicit memory in your own words	Review/Prepare for weekly Assessment
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>Modeling the Standard</li> <li>Daily Agenda</li> </ul> Essential Question: What is episodic memory?	EQ: What is semantic memory?	EQ: What is implicit memory?	EQ: What different types of coding does the mind use?	EQ: How do I apply the concepts learned this week?
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> <li>Video: <i>Episodic Memory: Definitions and Examples</i> <a href="http://study.com/academy/lesson/episodic-memory-definition-examples-quiz.html">http://study.com/academy/lesson/episodic-memory-definition-examples-quiz.html</a></li> <li>Memory Based Images</li> </ul>	Focused Note Taking	Video: How We Make Memories/Episode 13 <a href="https://youtu.be/bSycdlx-C48">https://youtu.be/bSycdlx-C48</a>	Peer Tutoring	Students will be given a written assessment
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Case Study: H.M. and His Missing Memories Think/Pair/Share	Team Huddle	Concept Mapping	Peer Tutoring	Each student will complete the assessment individually
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: I used to think..., but now I think...	Whip Around	Exit Ticket: 3,2,1	Cornell Notes Summery	Exit ticket: Completed assessment

## Grades 9 -12 Psychology: Quarter 2, Unit 2 - Week 1

<b>Memory: Week 1</b>	
<b>Essential Question(s)</b>	What is episodic memory? What is semantic memory? What is implicit memory? What different types of coding does the mind use? How do I apply the concepts learned this week?
<b>Student Outcomes</b>	Student can define memory. Student can explain episodic and semantic memory. Student can explain implicit memory. Student can discuss the types of coding the mind uses.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> <b>Required Texts:</b> Why You Can't Trust Your Memory (of Anything) <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> Episodic Memory: Definition and Examples: LiveScience
<b>Text Specific and Text Dependent Questions</b>	What are the three main types of memory? According to the author, what does explicit memory entail? In paragraph 5, what does the author mean by "flash bulb" goes off? What different types of coding does the mind use?
<b>Suggested Classroom Strategies</b>	Team Huddle, Concept Mapping, Peer Tutoring, Think/Pair/Share/Case Study
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Define memory and explain how flashbulb memories differ from the other forms of memory. <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.71-P.73

## Grades 9 -12 Psychology: Quarter 2, Unit 2 - Week 2

<b>Memory: Week 2</b>	
<b>Essential Question(s)</b>	How is information stored in memory? How do we retrieve information from memory? What is sensory memory? What is short-term memory? What is long-term memory?
<b>Student Outcomes</b>	Student can discuss how information is stored to memory. Student will explain how we retrieve information from memory. Student can how sensory memory works. Student can discuss working memory.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> <b>Required Texts:</b> Sensory Memory-Boundless <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Texts:</b> Simply Psychology: Short Term Memory HM, The Man with No Memory
<b>Text Specific and Text Dependent Questions</b>	Why do scientists believe there are five sensory memory registers? What does the author mean by working memory? According to paragraph 7, what does root prim mean? What does chinking entail?
<b>Suggested Classroom Strategies</b>	Rehearsal Activity, Elbow Partners, Chucking, Gallery Walk, Think/Pair/Share, Quick Lab
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  What would be the most effective strategy to learn and retain a list of names of key historical figures for a week? A year? Explain why you selected this strategy?  <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.74, P.76

## Grades 9 -12 Psychology: Quarter 2, Unit 2 - Week 3

<b>Memory: Week 3</b>	
<b>Essential Question(s)</b>	How does forgetting happen? What is repression? What is amnesia? How can memory be improved? How can you make new information easier to remember?
<b>Student Outcomes</b>	Student can discuss how forgetting takes place. Student can discuss repression. Student can discuss the various forms of amnesia. Student can explain how to remember things more easily.
<b>Texts</b>	Text Book: Holt McDougal <i>Psychology Principles in Practice</i> <b>Required Texts:</b> Memory Psychology: Forgetting <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Texts:</b> Can We Learn How to Forget? (Scientific America) Improving Memory/Harvard Health
<b>Text Specific and Text Dependent Questions</b>	According to the text, what is a sensory register? Why does the author believe that memories decay? According to Sigmund Freud, patients could not remember things before what age? What strategies are used to improve memory?
<b>Suggested Classroom Strategies</b>	Socratic Seminar, Matching Game, Think/Pair/Share, Peer Tutoring, Chunking
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Explain why we should value our ability to forget, and distinguish three general ways our memory fails us. As you write, follow the directions below. <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.77, P.81

## Grades 9-12 Psychology: Quarter 2, Unit 2 Vocabulary

**Tier 2 Vocabulary** - memory, storage, rehearsal, phenomenon, chunking, decay, recall, relearning

**Tier 3 Vocabulary** - episodic memory, semantic memory, explicit memory, implicit memory, encoding, storage, maintenance rehearsal, elaborative rehearsal, retrieval, context-dependent memories, state-dependent memories, sensory memory, iconic memory, eidetic imagery, echoic memory, short-term memory, primacy effect, recency effect, interference, long-term memory, schemas, retrograde amnesia, anterograde amnesia, infantile amnesia

## Grades 9 -12 Psychology: Quarter 2, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 4 Psychological Disorders	3 weeks	Holt McDougal <i>Psychology Principles in Practice</i>	Students will explore perspectives on abnormal behavior and categories of psychological disorders.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	P.82, P.83, P.84, P.85

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Holt McDougal <i>Psychology Principles in Practice</i>				
<b>Standards</b>	P.82, P.83	P.82, P.83	P.83	P.85	P.82-P.85
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Paragraph format: What do you know about psychological disorders?	How can having a psychological disorder effect daily living? (paragraph)	Why are there several editions of the DSM? (paragraph)	Define anxiety in your own words.	Review/Prepare for weekly Assessment
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>Modeling the Standard</li> <li>Daily Agenda</li> </ul> Essential Question: What are psychological disorders?	EQ: How are psychological disorders classified?	EQ: What is anxiety?	EQ: How are anxiety disorders explained?	EQ: How do I apply the concepts learned this week?
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> <li>Case Studies <a href="http://www.psyweb.com/Casestudies/CaseStudies.jsp">http://www.psyweb.com/Casestudies/CaseStudies.jsp</a></li> </ul>	Focused Note Taking	Video: OCD & Anxiety Disorders: <a href="https://youtu.be/aX7jnVXXG5o">https://youtu.be/aX7jnVXXG5o</a>	Power Point Presentation	Students will be given a written assessment
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<ul style="list-style-type: none"> <li>Socratic Seminar</li> </ul>	Think/Pair/Share	Philosophical Chairs	Gallery Walk	Each student will complete the assessment individually
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Exit Ticket: 3,2,1	The 5 W's	Whip Around	Journal Entry	Exit Ticket: Completed assessment

## Grades 9 -12 Psychology: Quarter 2, Unit 3 - Week 1

<b>Psychological Disorders: Week 1</b>	
<b>Essential Question(s)</b>	What are psychological disorders? How are psychological disorders classified? What is anxiety? How are anxiety disorders explained?
<b>Student Outcomes</b>	Student can discuss what psychological disorders are. Student can explain how psychological disorders are classified. Student can discuss explanations for anxiety disorders.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> <b>Required Texts:</b> Case Study: Not Guilty by Reason of Insanity (p.496) <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> On Being Sane in Insane Places Ten Days in a Mad House
<b>Text Specific and Text Dependent Questions</b>	How do learning theorists explain anxiety disorder? How does the author define arachnophobia? How can compulsions create additional interference with daily life? After reading the author's examples, what examples of PTSD can you brainstorm?
<b>Suggested Classroom Strategies</b>	Case Study, Think/Pair/Share, Philosophical Chairs, Gallery Walk
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Discuss the potential dangers and benefits of using diagnostic labels. <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.83, P.85

## Grades 9 -12 Psychology: Quarter 2, Unit 3 - Week 2

<b>Psychological Disorders: Week 2</b>	
<b>Essential Question(s)</b>	What are mood disorders? How are mood disorders explained? What are dissociations and what are the four dissociative disorders? What are somatoform disorders?
<b>Student Outcomes</b>	Student can define mood disorders. Student can discuss the four dissociative disorders. Student can define and summarize the two main types of somatoform disorders.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> <b>Required Texts:</b> Mood Disorders (PsyWeb) <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> An Unquiet Mind Abnormal Psychology: Mood Disorder Case Study
<b>Text Specific and Text Dependent Questions</b>	What are the four dissociative disorders? What does the author mean by converting psychological stress into an actual physical problem? According to the text, how can dissociative disorders be explained? Based on the information from <i>Lost in New York</i> , what can you infer about the presence of a disorder?
<b>Suggested Classroom Strategies</b>	Think/Pair/Share, Case Study, Writing About Psychology, Graphic Organizer/Peer Tutoring, Stand and Deliver
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Discuss the potential dangers and benefits of using diagnostic labels. How might dissociative disorders cause difficulties for law enforcement? Describe a scenario for each of the dissociative disorders in which the disorder complicates a legal case or situation. <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.82, P.85

## Grades 9 -12 Psychology: Quarter 2, Unit 3 - Week 3

<b>Psychological Disorders: Week 3</b>	
<b>Essential Question(s)</b>	What is schizophrenia? What are the types of schizophrenia? What are the perspectives on schizophrenia? What are personality disorders? What are the perspectives on a personality disorder?
<b>Student Outcomes</b>	Student can explain the basic symptoms of schizophrenia. Student can discuss the three types of schizophrenia. Student can explain the various perspectives on schizophrenia. Student can explain personality disorders.
<b>Texts</b>	<b>Text Book:</b> Holt McDougal <i>Psychology Principles in Practice</i> <b>Required Texts:</b> Schizophrenia (NIMH) <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Text:</b> The Social Ties between Autism and Schizophrenia
<b>Text Specific and Text Dependent Questions</b>	What are the basic characteristics of schizophrenia? In paragraph 1, how does the APA define personality disorder? What does the author mean by personality disorders making life difficult? In paragraph 2, how are personality disorders different from other disorders that they resemble?
<b>Suggested Classroom Strategies</b>	Case Study, Gallery Walk, Interpreting Charts, Graphic Organizer, Think/Pair/Share
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  <i>Chose and Answer One of the Following Prompts</i> <ul style="list-style-type: none"> <li>• Discuss the potential dangers and benefits of using diagnostic labels.</li> <li>• How might dissociative disorders cause difficulties for law enforcement?</li> <li>• Describe a scenario for each of the dissociative disorders in which the disorder complicates a legal case or situation.</li> </ul> <p>Which seems sounder to you – the psychological or the biological theory about the origins of anti-social personality disorder? Explain your answer</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	P.82, P.85

## Grades 9-12 Psychology: Quarter 2, Unit 3 Vocabulary

**Tier 2 Vocabulary** - psychological disorders, phobia, social phobia, panic attack, obsessive compulsive disorder (OCD), post-traumatic stress disorder (PTSD), depression, personality disorder

**Tier 3 Vocabulary** - culture-bound syndromes, agoraphobia, bipolar disorder, mania, dissociation, depersonalization, somatization, schizophrenia, catatonic stupor