

Unit 7 - Applications Domain 2017

Content Area: **Social Studies**
Course(s): **Advanced Placement Psychology**
Time Period: **May**
Length: **number of days**
Status: **Published**

Unit Overview

The applications of psychological science domain explores the ways that psychological knowledge can be utilized to help individuals. It begins with an exploration of the various treatment methods for psychological disorders. It also explores the sources of stress and methods of coping as well as the behaviors and attitudes that promote overall health. Career options are also considered in this domain.

Enduring Understandings

- The treatment of disorders relies on numerous treatment types and providers
- Different psychological perspectives utilize different treatment methods and most providers incorporate a varied approach
- Stress may have many sources and have far-reaching consequences on health
- There are physiological, cognitive, and behavioral strategies for coping with stress
- Overall health is directly affected by individual attitudes and behaviors
- There are wide-ranging career opportunities with the field of psychology

Essential Questions

- Which treatment methods are associated with the various psychological perspectives?
- Why do psychologists utilize a variety of treatment options?
- What are the various biomedical and psychological treatments?
- What ethical challenges are involved in the delivery of treatment?
- What are the potential sources of stress and their consequences?
- How can physiological, cognitive, and behavioral strategies be effective in coping with stress?
- Which behaviors and attitudes are useful in promoting health?
- What career options exist within the field of psychology and what are the educational requirements?

Standards/Indicators/Student Learning Objectives (SLOs)

- Students will examine psychoanalytic, humanistic, behavioral, cognitive, and group and family therapies
- Students will assess the efficacy of the various psychotherapies and explore the effectiveness of utilizing multiple therapeutic techniques

- Students will investigate the various biomedical therapies including drug therapy, brain stimulation, and psychosurgery
- Students will examine the causes, physiological responses, and consequences of stress
- Students will investigate the cognitive and behavioral methods for coping with stress
- Students will summarize the risks associated with smoking, its initiation, its addictive properties, and methods to help smokers quit
- Students will explore career options that exist within the field of psychology and the educational requirements

APA Content Standards

SCI.9-12.APS.1.1	Perspectives on treatment
SCI.9-12.APS.1.2	Categories of treatment and types of treatment providers
SCI.9-12.APS.1.3	Legal, ethical, and professional issues in the treatment of psychological disorders
SCI.9-12.APS.2.1	Stress and coping
SCI.9-12.APS.2.2	Behaviors and attitudes that promote health
SCI.9-12.APS.3.1	Career options
SCI.9-12.APS.3.2	Educational requirements
SCI.9-12.APS.3.3	Vocational applications of psychological science

Indicators

SCI.9-12.APS.1.1.1	Explain how psychological treatments have changed over time and among cultures
SCI.9-12.APS.1.1.2	Match methods of treatment to psychological perspectives
SCI.9-12.APS.1.1.3	Explain why psychologists use a variety of treatment options
SCI.9-12.APS.1.2.1	Identify biomedical treatments
SCI.9-12.APS.1.2.2	Identify psychological treatments
SCI.9-12.APS.1.2.3	Describe appropriate treatments for different age groups
SCI.9-12.APS.1.2.4	Evaluate the efficacy of treatments for particular disorders
SCI.9-12.APS.1.2.5	Identify other factors that improve the efficacy of treatment
SCI.9-12.APS.1.2.6	Identify treatment providers for psychological disorders and the training required for each
SCI.9-12.APS.1.3.1	Identify ethical challenges involved in delivery of treatment
SCI.9-12.APS.1.3.2	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)
SCI.9-12.APS.2.1.1	Define stress as a psychophysiological reaction
SCI.9-12.APS.2.1.2	Identify and explain potential sources of stress
SCI.9-12.APS.2.1.3	Explain physiological and psychological consequences for health
SCI.9-12.APS.2.1.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress
SCI.9-12.APS.2.2.1	Identify ways to promote mental health and physical fitness

SCI.9-12.APS.2.2.2	Describe the characteristics of and factors that promote resilience and optimism
SCI.9-12.APS.2.2.3	Distinguish between effective and ineffective means of dealing with stressors and other health issues
SCI.9-12.APS.3.1.1	Identify careers in psychological science and practice
SCI.9-12.APS.3.1.2	Identify careers related to psychology
SCI.9-12.APS.3.2.1	Identify degree requirements for psychologists and psychology-related careers
SCI.9-12.APS.3.2.2	Identify resources to help select psychology programs for further study
SCI.9-12.APS.3.3.1	Discuss ways in which psychological science addresses domestic and global issues
SCI.9-12.APS.3.3.2	Identify careers in psychological science that have evolved as a result of domestic and global issues

Lesson Titles

- Psychological Therapies
- Evaluating Psychotherapies
- Biomedical Therapies
- Stress and Illness
- Promoting Health
- Modifying Illness-Related Behaviors
- Careers

21st Century Skills and Career Ready Practices

- Business, Financial, Economic, Entrepreneurship
- Health Literacy
- Information Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Inter-Disciplinary Connections

- Health & PE
- English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights
---------------	---

	gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12	Writing History, Science and Technical Subjects
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
HPE.2.3.12.C.3	Analyze the societal impact of substance abuse on the individual, family, and community.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Teacher Instruction - Psychotherapy (Blooms: Remember, Understand, Apply)
- Question/Answer - Behavioral Therapy (Blooms: Understand, Apply, Analyze)
- Student input from HW - Evaluating Therapy (Blooms: Analyze, Evaluate)
- Group Collaboration - Biomedical Therapies (Blooms: Apply, Analyze, Evaluate, Create)
- Review - Treatment (Blooms: Remember, Understand, Apply)
- Student input from HW - Stress (Blooms: Understand, Apply, Analyze)
- Question/Answer - Stress and Illness (Blooms: Understand, Apply, Analyze)
- Guided Reading - Type A vs. Type B (Blooms: Understand, Apply, Analyze)
- Independent Work - Careers Project (Blooms: Apply, Analyze, Create)
- In-class Presentations - Careers (Blooms: Apply, Evaluate)
- Delsea One
- SWAG

Modifications

ELL Modifications

- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)

- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Use visuals and other graphic organizers
- Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Delsea One
- SWAG

IEP & 504 Modifications

Testing modifications:

- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions overall if the student takes so much extra time that they are going into future days (missing instruction) to take the test
- less questions per page (so not visually overwhelming) divide into smaller sections or limit
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- word banks, multiple choice, matching questions help when possible
- read test aloud
- test in small groups
- projects can be submitted digitally or paper

Instructional modifications/accommodations:

- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching); varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides; completed study guides can be offered by teacher; digital review such as kahoots can also be used.
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes from which to study
- modeling and showing lots of examples
- direct teaching and/or assistance for organization, social skills/peer interactions
- allow assignments to be completed in Organizational Management class
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors

- allow student to edit with teacher comments the first attempt at a graded written assignment
- students who prefer to work individually will be permitted to
- oral presentations to small groups or teacher only
- preferential seating
- use manipulatives where possible
- use visuals, graphic organizers, and real objects when possible
- tap prior knowledge
- be flexible with time frames and deadlines
- repeat reword and clarify
- repetition of key concepts through varied methods
- Delsea One
- SWAG

G&T Modifications

- encourage students to explore concepts in depth and encourage independent studies or investigations.
- Invite students to explore different points of view on a topic of study and compare the two; specific career they are interested in? How would this apply to their interest?
- employ differentiated curriculum to keep interest high.
- ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Utilize thematic learning: encourage students to make connections across the curriculum/linkage.
- encourage students to make transformations- use a common task or item in a different way
- effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- creation of technology-based assessments to address the higher levels of Bloom's
- close reading: texts, primary sources, etc.
- student led/directed discussions
- inquiry based learning
- modeling
- generating and testing hypotheses
- analysis/interpretation of graphics or creation of graphics
- Delsea One
- SWAG

At Risk Modifications

- Verbal reminders during class to keep student on task

- Use gradebook/Classroom to highlight missed work
- Allow extra time for completion of work as needed
- Meetings during Delsea One
- Calls to parents
- Contact guidance counselors/SAC
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Delsea One
- SWAG

Formative Assessment

Warm-Ups:

- Question - Psychoanalysis
- Question - Token Economy
- Question - SAD
- Question - Group Therapy

Anticipatory Set:

- Video Clip - Psychotherapy
- SSRIs discussion
- Inside Out Video - Stress
- Inside Out Video - Stress and Illness
- Psychology teacher career

Closure:

- Whip Around
- Exit Ticket
- Random Sampling
- Classnote revisions

Summative Assessment

- Open-Note Test - Treatment
- Open-Note Quiz - Stress and Health
- Careers Project
- Marking Period Assessment - aligned to unit

Benchmark (Assessments):

Alternative Assessment(s):

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

- Psychology for AP, 2e - Myers
- Textbook companion website
- Textbook Test Generator
- Inside Out Video - Treatment
- Dictionary of Psychology, Reber
- Barron's AP Psychology
- Crash Course - Therapy
- Crash Course - Biomedical Therapy
- Quizlet - Treatment
- Inside Out Video - Stress
- Brain Games - Fear Response
- Inside Out Video - Stress and Illness
- Supplemental Reading - Type A vs. Type B
- Crash Course - Stress and Health
- Quizlet - Stress and Health
- Inside Out DVD - Stress
- Google Classroom
- Google Docs - aligned to unit
- Google Forms - aligned to unit
- Inside Out DVD - Treatment
- Inside Out DVD - Stress and Illness
- Student designed presentations - Careers

Technology

- Crash Course - Therapy - <https://www.youtube.com/watch?v=6nEL44QkL9w&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=35>
- Crash Course - Biomedical Therapy - <https://www.youtube.com/watch?v=w2efaHgJ93A&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=36>
- Quizlet - Treatment - <https://quizlet.com/78479667/unit-13-myers-for-ap-2e-flash-cards/>
- Brain Games - Fear Response - <https://www.youtube.com/watch?v=FQKuqNrRaoE&feature=youtu.be&t=14m22s>
- Crash Course - Stress and Health - <https://www.youtube.com/watch?v=4KbSRXP0wik&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=26>
- Quizlet - Stress and Health - <https://quizlet.com/78387901/unit-8b-myers-for-ap-2e-flash-cards/>

TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.