# Unit 6: Abnormal Behavior

Content Area: **Social Studies**
Course(s): **Psychology, Human Behavior**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

## Standards

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| | Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. |
| | Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. |
| | Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects. |
| | Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. |
| SCI.HS-ETS1-3 | Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. |
| SCI.HS-ETS1-1 | Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. |
| SCI.HS-ETS1-2 | Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. |

## Enduring Understandings

**The students will understand that:**

**1. The medical model of diagnosis takes a “disease” view, while psychology see psychological disorder as an interaction of biology, cognitive, social, and other environmental factors.**
**2. The most widely used system, found in the DSM-5, classifies disorders by their mental and behavioral symptoms.**
**3. Ideally, accurate diagnoses lead to proper treatments, but diagnosis may also become labels that depersonalize people and ignore the social and cultural contexts in which their problems arise.**
**4. That are a wide range of categories for mental disorders that include a variety of symptoms and levels of severity, but many individuals have symptoms that are considered comorbid because they suffer from more than one disorder.**
**5. Diagnosing an individual with a mental disorder is a very challenging process that may require additional therapy and a trial-and-error approach.**
**6. Do you need to be considered dangerous to yourself or others to be diagnosed with a mental disorders?**
**7. Why is there still so much controversy in regards to mental disorders,**

**diagnosis and treatment?**
**8. How relevant is the insanity plea today?**

## Essential Questions

**1. How can psychologists objectively define and measure what it means to behave in a "normal" way?**

**2. How could/should psychologists measure and define abnormal behavior?**

**3. To what extent is there an ethical way to identify and study various psychological disorders?**

**4. How can it be argued that psychological disorders have a more significant impact on the families and communities than on the individuals who suffer from the disorder?**

**5. How can labeling patients with mental disorders actually have harmful consequences?**

**6. To what extent are mental disorders more a product of genetics or the environment?**

**7. To what extent should individuals with mental disorders be held accountable for their actions?**

**8. How have marginalized groups been categorized in regards to behavior?**

**9. To what extent should controversial disorders like Dissociative Identity Disorder, be eliminated from the DSM?**

## Knowledge and Skills

**Learning Objectives (SWBAT)**

**-Identify the criteria for judging whether behavior is psychologically disordered.**

**-Describe the medical model of psychological disorders.**

**-Describe the aims of DSM-IV, and discuss the potential dangers of diagnostic**

**labels.**

**-Describe the symptoms of generalized anxiety disorder, phobias, obsessive-compulsive disorder, and posttraumatic stress disorder.**

**-Describe and explain the development of somatoform and mood disorders.**

**-Describe the various symptoms and types of schizophrenia.**

**-Describe the nature of organic and personality disorders.**

**-Describe the characteristics and possible causes of dissociative disorders.**

**-Identify the criteria psychologists use to diagnose psychological disorders.**

**-Differentiate among the different perspectives psychologists take to understand psychological disorders.**

**Content:**

**A. Definitions of Abnormality**

**B. Theories of Psychopathology**

**C. Diagnosis of Psychopathology**

**D. Types of Disorders**

**1. Anxiety**

**2. Somatoform**

**3. Mood**

**4. Schizophrenic**

**5. Organic**

**6. Personality**

**7. Dissociative**

**8. Adjustment Disorders**

**9. Eating disorders**

**10. Sleep disorders**

**11. Substance related**

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## Transfer Goals

**Students will be able to independently create a working definition of mental illness that is person-centered and that works to eradicate the stigma of disorders.**

**Students will be able to independently recognize the ethical considerations involved in the diagnosis, treatment, and research of abnormal behavior, including issues of privacy, informed consent, and patient rights.**

## Resources

**Textbook Reading: Chapter 12 Psychological Disorders (pages 482-521)**

**Primary Student Textbook:** Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W. (2010). Psychology: AP edition with discovering psychology. New York: Allyn & Bacon.

**Course Resources:**

1. Benjamin, Ludy T. Jr., eds. Favorite Activities for the Teaching of Psychology. Washington, D.C.: American Psychological Association, 2008.

2. Bensley, D. Alan. *Critical Thinking in Psychology: A Unified Skills Approach*. Pacific Grove, Calif.: Brooks/Cole, 1998.

3. Hock, Roger R. Forty Studies that Changed Psychology: Explorations into the History of Psychological Research. 5th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

4. Rolls, Geoff. Classic Case Studies in Psychology. London: Hodder Arnold, 2005.

5. DSM-IV-TR and or DSM 5

6. The Human Brain Book by Rita Carter

7. TED talks

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

AI - Copilot, Gemini, etc.

**Links**

http://psychcentral.com/

http://www.psychologytoday.com/

http://www.apa.org/

http://www.scientificamerican.com/section/lateststories/

http://www.psychologicalscience.org/

http://www.sciencedaily.com/news

http://www.alleydog.com/

http://www.apa.org/research/action/glossary.aspx

http://allpsych.com/psychology101/index.html

http://www.simplypsychology.org/perspective.html

## Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

## Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit