Unit 4: The Individual

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **7 weeks**
Status: **Published**

Summary

Students in the Introduction to Psychology course study behavior and mental processes in both humans and animals. Beginning with a firm understanding of the pillars of psychology and the importance of the scientific method and research processes, students explore various psychological topics, including behavioral biology, learning theory, personality theories, cognition, and clinical psychology. The semester course ends with the timely mental health and mindfulness topic to reduce stigma, while shedding light on common misconceptions to bring about awareness in the brave spaces of our classroom community and beyond. `

This unit is part of the larger aforementioned course sequence and specifically focuses on how differences in cognition, personality, and healthy behavior emerge among individuals. By the end of this unit, students will be able to describe the major theories of personality and intelligence, as well as the major categories of clinical concern in human behavior. They will also be able to describe how these components of human behavior are accurately assessed, and how these behaviors play a role in the larger context of society as a whole.

Revised: August 2023

Standards

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

APA Standards for High School Psychology Curricula- PERSONALITY CONTENT STANDARD 1: Empirical approaches to studying and understanding personality

Students are able to (learning targets):

- 1.1. Explain how biological and environmental factors interact to influence personality
- 1.2. Explain social-cognitive approaches to understanding personality
- 1.3. Explain trait-based approaches to understanding personality
- 1.4. Describe methods used to study personality scientifically
- 1.5. Define self-concept

APA Standards for High School Psychology Curricula- PERSONALITY CONTENT STANDARD 2: Assessment of personality

Students are able to (learning targets):

- 2.1. Differentiate personality assessment techniques
- 2.2. Describe the reliability and validity of personality assessment techniques
- 2.3. Analyze how personality researchers address issues of stability and change

APA Standards for High School Psychology Curricula- INTELLIGENCE CONTENT STANDARD 1: Perspectives on intelligence

Students are able to (learning targets):

1.1. Explain intelligence as a construct

1.2. Describe various conceptualizations of intelligence

1.3. Describe the effects of differences in intelligence on everyday functioning

APA Standards for High School Psychology Curricula- INTELLIGENCE CONTENT STANDARD 2: Assessment of intelligence

Students are able to (learning targets):

- 2.1. Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
- 2.2. Identify current methods of assessing human cognitive abilities
- 2.3. Describe measures of and data on reliability and validity for intelligence test scores

APA Standards for High School Psychology Curricula- INTELLIGENCE CONTENT STANDARD 3: Issues in intelligence

Students are able to (learning targets):

- 3.1. Explain the complexities of interpreting scores on intelligence tests
- 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

APA Standards for High School Psychology Curricula- CLINICAL CONTENT STANDARD 1: Perspectives of abnormal behavior

Students are able to (learning targets):

- 1.1. Define abnormal behavior
- 1.2. Describe cross-cultural views of abnormality
- 1.3. Describe major medical and biopsychosocial models of abnormality
- 1.4. Explain how stigma relates to abnormal behavior
- 1.5. Explain the impact of psychological disorders on the individual, family, and society

APA Standards for High School Psychology Curricula- CLINICAL CONTENT STANDARD 2: Categories of psychological disorders

Students are able to (learning targets):

- 2.1. Describe the classification of psychological disorders
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 2.3. Describe symptoms of psychological disorders

APA Standards for High School Psychology Curricula- CLINICAL CONTENT STANDARD 3: Types of treatment

Students are able to (learning targets):

- 1.1. Describe different types of biomedical and psychological treatments
- 1.2. Explain why psychologists use a variety of psychological treatments
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

APA Standards for High School Psychology Curricula- CLINICAL CONTENT STANDARD 4: Legal,

ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

- 2.1. Identify differences among licensed mental health providers
- 2.2. Identify legal and ethical requirements for licensed mental health providers
- 2.3. Identify resources available to support individuals with psychological disorders and their families

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent do psychologists share beliefs about the origins of human behavior?
- How are behavioral norms determined?

Enduring Understandings:

- Individual differences emerge from a complicated, nuanced interaction of factors including nature, nurture, and random chance.
- No human behavior can be accurately understood without knowledge of the context surrounding the behavior.

Objectives

Students will know:

- How various theoretical perspectives define intelligence
- The nature of the assessment of intelligence and its surrounding controversies
- Issues in intelligence concerning its definition and place in society
- Empirical approaches to studying and understanding personality
- Valid and reliable assessments of personality exist in different forms
- How non-empirical approaches to personality developed and eventually failed
- How various perspectives define and classify abnormal behavior
- The etiology and prevalence of various human behaviors from across the spectrum
- Categories of psychological disorders are created to organize symptoms and inform treatment
- Various approaches to treatment, both medical and holistic, exist in psychiatry
- Assessment and treatment has historically reflected biases in American societies, causing minority groups to be marginalized/lack access.

Students will be skilled at:

- Evaluating the strengths and limitations of various approaches to explaining psychological disorders,

personality, and intelligence.

- Hypothesizing a diagnosis given presence of specific conditions
- Analyzing the factors which determine whether a specific assessment is both valid and reliable
- Recognizing how philosophical and psychological perspectives have shaped the development of psychological theory of intelligence, personality, and clinical psychology.
- Comparing and contrasting the different domains of Psychology.
- Differentiating theoretical approaches in explaining behavior.
- Recognizing the strengths and limitations of applying psychological theories to explain behavior.
- Differentiating types of research, both quantitative and qualitative, and evaluating the strengths and weaknesses of each.
- Examining the function of specific parts of the body in authentic contexts.
- Predicting the validity of behavioral explanations based on the quality of research design and related alignment (e.g., confounding variables limit confidence in research conclusions).
- Applying relevant theories and perspectives from the unit in authentic contexts.
- Analyzing the design and conclusions of relevant studies from the unit.

Learning Plan

This unit plan includes but is not limited to the following strategies:

Diagnoses in Society Activity: Students will explore the topic of neurodiversity and how society determines perception of normality Link

Celebrity Views of Mental Illness: Students will review publicly available celebrity descriptions and discussions of mental illness and evaluate them according to scientific descriptions Link

Development of Models of Personality: Students will review and evaluate development of more recent theories of how human personality is structured Link

Music and Individual Differences: Students will use music to categorize the different ways in which

individual differences can emerge Link

Mental Illness Stigma Video Starter: Students will view several videos to engage in a discussion on and think critically about stigma as it pertains to mental illness. Link

Cultural Concepts of Distress: Students will be introduced to cultural concepts of distress and key related terminology and geographic/cultural features of the concepts. Students will then examine case studies concerning cultural concepts of distress. Finally, students will discuss arguments for and against the existence of cultural concepts of distress. Link

Team Essay: Personality Theory: Students will examine a public figure in groups and compile an essay using theories of personality to describe the individual. Link

Personality Profile activity: Students will be given a personalized fake personality profile to understand the human tendency to internalize general information. Link

Big 5 Inventory Analysis: Students will complete competing versions of the Big 5 Personality Inventory to assess factors of validity and reliability in personality testing. Assignment Sheet Test 1 Test 2

Trait Emoji Mnemonics: While discussing the Big Five traits and how those qualities can be seen in individuals, students will use Pear Deck to add an emoji they believe best represents each of the Big Five traits. Link

What is Personality? A Personal Appraisal: Students will identify and examine their implicit personality theories. Activity 1

Personality and Personality Assessment: Students will complete sample personality assessments and an analysis of the assessments. This activity provides a vehicle for the discussion of numerous issues, including test construction, gender differences, operational definition, reliability, validity, methodology, and so forth. Link

Defense Mechanisms Application Activity: Students will be presented with a scenario of a failed test, and then apply the defense mechanisms to the scenario. Activity 3.2

"On Being Sane in Insane Places": Students complete a graphic organizer to further understand issues related to defining psychological disorders in context, considering aspects of labeling and treatment, using Rosenhan's classic study as a backdrop. This also addresses contemporary issues of making a referral. Students should work in small groups of five to seven. Activity 2.2

Empathy: **The Cornerstone of Counseling**: Students will participate in an active listening exercise in groups and complete an accompanying analysis sheet. This activity addresses the concept of empathy, considered by counselors to be a critical, if not the most essential, feature of any approach to counseling. Activity 4

Case History Review: Students will review case histories of individuals with psychiatric conditions and their associated diagnoses. They will then explain why, based on the list of conditions, their diagnosis was deemed to be such.

IQ Item Stations: Students circulate to different stations that highlight assessments styled off of those from IQ tests and evaluate the extent to which the assessments reflects intelligence.

Disorder Portrayal Debates: Students view documentary film and Hollywood depiction of individuals with clinical diagnoses (Kim Peek, John Nash, etc.) and will participate in a class wide debate over depiction of individuals.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips
- Class Activities
- Personality Trait Wrap Around
- Class Jeopardy Review

Summative Assessments:

- Unit test including multiple choice and analytical free response questions
- Research Study Analysis Question (RAQ) Responses
- Concept Application free response questions
- Lab Reports: Students, after completing an exercise experiencing research in Psychology, complete a write up in a standardized laboratory format.

Alternative Assessments:

- Notebook Check: Students submit portions of class notebook/notes guide at conclusion of unit to promote organizational skills
- Careers Presentation: In groups, students research a specific career in Psychology and present the steps to achieving it to the class.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Additional recommended hard copy resource texts for instructors:

Forty Studies that Changed Psychology: (Roger R. Hock, 7th Edition)

Activities Handbook for the Teaching of Psychology (Ludy T. Benjamin, all volumes)

Handbook of Activities and Demonstrations in the Teaching of Psychology (Ware & Johnson, all volumes)

The Critical Thinking Companion for Introductory Psychology (Halonen, 2nd Ed.).

50 great Myths of Popular Psychology: Shattering widespread misconceptions about human behavior

Media:

Discovering Psychology Telecourse w/Phil Zimbardo- "The Self", "Testing and Intelligence", "Psychopathology" and "Psychotherapy" units via Annenberg: Annenberg Learner

Into Madness- documentary (PBS) Link

The Brain (programs on psychopathology): Via Annenberg Annenberg

Inside Out- Introductory Psychology Video Series Link

Select excerpts approved by the supervisor from the film A Beautiful Mind Link

A Brilliant Madness Documentary: Link

PBS: Mysteries of Mental Illness: Link

Select excerpts approved by the supervisor from the film Rain Man Link

Kim Peek Documentary: Link

Select excerpts approved by the supervisor from the film One Flew Over The Cuckoo's Nest Link

Worth Publishers Psychology Teachers Video Toolkit series Link

Scientific American Frontiers Introductory Psychology Series Link

Promoting Psychological Science: A Compendium of Laboratory Exercises for Teachers of

High School Psychology: Link

Psychology Teacher's Toolkit: Link

A Guide for Beginning Teachers of Psychology: Link

CROW Psychology Teaching Resources: Link

APA Videos for Classroom Use: Link

Other:

TOPSS Unit Plans: Personality, Psych. Disorders, Therapies

TOPSS 2 Day Activity Plans: Link, Link, Link

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Psychology content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials including graphic organizers for writing.
- Repeating directions and presenting directions in multiple ways