| ***Behavioral Sciences 2***  ***Unit 2: Development and Disorders***  ***November -January*** | | | | | |
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| **Targeted Standards**  .6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.  .6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship  6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children  . 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions  .HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.  . HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity  2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).  2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. | | | | | |
| **Rationale and Transfer Goals** :  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. Social psychology – an area of psychology in which we seek to explain our own and others' thoughts, feelings, perceptions, and behaviors is introduced in this unit. 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 explained. The process by which normal behavior becomes abnormal is explored along with common types of psychological disorders. Finally, the various therapies available to treat psychological disorders are examined. | | | | | |
| **Enduring Understandings:**  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 the positive aspects of human nature; trait theorists believe that character traits account for consistency of behavior in different situations.  3. 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.  4. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others.  5. People experience different types of love and relationships throughout their lives.  6. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities.  7. Conflicts between groups are a fact of everyday life, and individuals often give up responsibility for their actions.  8.Attitudes are formed through compliance, identification, and internalization, and may be changed as a result of cognitive dissonance | | | | | |
| **Essential Questions**:  1. What is the purpose of the various personality theories, and what are the major theories?  2. Why do people engage in group behavior?  3. Why do conflicts arise, and how do people respond to those conflicts?  4. What is an attitude, and how do they influence behavior?  5. What are personality disorders and how do they differ from other psychological disorders?  6. How do psychological and biological views explain the origins of antisocial personality disorder? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Recognize the range of topics that are covered in an introductory psychology course.  2. Explain the stages of Psychosocial development  3. Examine defense mechanisms  4. Analyze various approaches of psychologist using /superego ,ego  5 Compare and contrast stages of personality development.  6. Explain the science of well being  7. Identify the purposes and characteristics of psychological tests  8.Discuss the theories of psychological disorders | What has shaped my personality? Writing assessment  Create your own personality test  Skit showing defense mechanisms  Survey on personality disorders | | Personality Tests: TAT, Rorshack,  Myers-Briggs Focused writing tasks:  Write a skit showing defense mechanisms Secondary Source Readings: “Birth Order and Personality”, “Type T Personalities”  Case Study: “Can Personality Traits Predict Adult Career Success?”  Debate: Does Freud have a valid point?  Create a Jungian Personality Mask/BagGraphic Organizer: Key theorists of emotion | | Personality tests and reactions, analysis of personality tests for validity and reliability, create your own personality test,  “Birth Order and Personality” questions, “Type T Personalities” questions,  “Can Personality Traits Predict Adult Career Success?” questions,  “Family or Household?” questions, “What’s in a Name?” questions,  “Modifying Orangutan Behavior” questions,  “Family Therapist and School Counselor Work as a Team” questions,  Who’s Steering the Ship?” questions, “Paternal Involvement and Students’ Aggressive Behaviors” questions.  **Summative Assessments:** Common Unit Benchmark Test: Introduction to Psychology: Multiple Choice and open ended responses, Research Methods: Multiple Choice and open ended responses. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Recognize the range of topics that are covered in an introductory psychology course.  2. Describe the goals of personality tests  3. Explain important trends in the history of personality development and personality disorders.  4. Analyze various approaches to the study of psychology.  5. Identify anxiety and mood disorders | | Key use of vocabulary terms and phrases  Understand and evaluate importance of individual mental health and well being  Interpret and understand case study behavior  Understand patterned behavior | | Class Discussions - Class will discuss and debate topics in relation to personality and personality development  Videos - Students will watch clips of important psychology topics as well as movie with relation to psychosocial behavior and disorders  Bullying Activity Lab | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  Holt McDougal Psychology - Principles in Practice/Online Text  Holt McDougal Psychology - Online Resources  Holt McDougal Psychology - workbook and guided reading selections | | | | | |
| **Interdisciplinary Connections:**  **Science** - Study of the brain and chemicals involved in creating feelings, emotions and behaviors /HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.  **History** - Study of prominent Psychologists who worked in areas of development /6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies | | | | | |
| **Intersections of History:**  **Black: Cultural Values within the African American Community**  **Hispanic: Latino Children and development in the home**  **Women: Empowerment of Women in the 21st century**  **LGBTQ: Advancing Inclusive development for the LGBTQ community** | | | | | |
| **Important Vocabulary:**  **developmental**  **psychology**  **maturation**  **critical period**  **infancy**  **childhood**  **reflex**  **attachment**  **stranger anxiety**  **separation anxiety**  **contact comfort**  **imprinting**  **authoritative**  **authoritarian**  **self-esteem**  **unconditional**  **positive regard**  **conditional**  **positive regard**  **sensorimotor stage**  **object permanence**  **preoperational stage**  **concrete-operational stage**  **formal-operational stage**  **preconventional moral**  **reasoning**  **conventional moral**  **reasoning**  **postconventional moral**  **reasoning** | | | | | |