

Hillside Township School District

PSYCHOLOGY

**Grades
11 - 12**

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District Mission Statement

Hillside High School, in partnership with students, parents, and the greater Hillside Community, will focus on developing independent critical thinkers. By fostering a positive school culture, Hillside High School will encourage self-awareness, responsibility, and civility, while celebrating student achievement and accomplishment. Through innovative instruction and challenging curriculum, students will enhance their communicative, technological, and problem solving skills, thereby supplying them with the tools to become productive leaders in our global economy.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education in the mandatory academics, as well as the elective areas, will provide students with the skills and content necessary to become future leaders.

Psychology is a full-year elective course intended to introduce the student to the overall study of human behavior and the methods used by Psychologists/Theorists to answer basic questions concerning human behavior. It enhances, and equips the student, with the necessary knowledge that will be applicable to their college studies, as well as the possible incentives and utilization of the psychological field in their everyday lives. The main branches of Contemporary Psychology are covered. Topics include Learning Principles and Applications, Infancy and Childhood, Memory and Thought, Altered States of Consciousness (Dreams), Emotional and Social Development, Personality Theories, Abnormal Behavior, and Therapeutic Applications. To reinforce topics covered, students participate in utilizing what they have learned, by participating in group activities and experimentation relative to psychological content. Class discussions are encouraged. Videos, as well as current resources, are utilized to enhance instruction.

The State of NJ has not, as yet, incorporated “specific” Core Curriculum Standards applicable to the teaching of high school Psychology, as it is a SPECIALTY area, taught by those certified to teach it on the high school level through Masters Degree programs. Social Studies 6.3 applies, as virtually any content area, could be applicable. There are in place National Content Domains, provided by the American Psychological Association, for the High School Psychology Curriculum. These Content Domains have been actively incorporated, as each Domain outlines what students should know, after completing each unit within the course structure. The APA Content Domains are listed on the next page.

Affirmative Action Statement Equality and Equity in Curriculum

The Hillside Township School District ensures that the district’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. (N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972)

**AMERICAN PSYCHOLOGICAL ASSOCIATION
CONTENT DOMAINS FOR
HIGH SCHOOL PSYCHOLOGY CURRICULUM**

Domain I: Scientific Inquiry

Standard: Perspectives in psychological science
Standard: Research methods, measurement, and statistics

Domain II: Biopsychological

Standard: Biological bases of behavior
Standard: Sensation and perception
Standard: Consciousness

Domain III: Development and Learning

Standard: Life span development
Standard: Learning
Standard: Language development

Domain IV: Sociocultural Context

Standard: Social interactions
Standard: Sociocultural diversity

Domain V: Cognition

Standard: Memory
Standard: Thinking
Standard: Intelligence

Domain VI: Individual Variations

Standard: Motivation
Standard: Emotion
Standard: Personality
Standard: Psychological disorders

Domain VII: Applications of Psychological Science

Standard: Treatment of psychological disorders
Standard: Health
Standard: Vocational applications

UNIT: APPROACHES TO PSYCHOLOGY / INTRODUCING PSYCHOLOGY
Why Study Psychology / A Brief History of Psychology / Psychology as a Profession

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Through the study of human and animal behavior, people can discover psychological principles that have the potential to enrich the lives of humans. ✓ Psychology involves sets of questions, theories, methods, and possible answers that have been passed on and changed from generation to generation. ✓ Psychologists are trained to observe, analyze, and evaluate behavior patterns, to develop theories of behavior, and to apply what they have learned to influence behavior. 	<ul style="list-style-type: none"> ✓ What is Psychology? ✓ What are the steps of the scientific method? ✓ What are the four goals of Psychology? ✓ Is there a difference between a hypothesis and a theory? ✓ What method did Wilhelm Wundt develop to collect information about the mind? ✓ What is the difference between a structuralist, functionalist, behaviorist, and humanist approaches to the study of Psychology? ✓ Is there any difference between a Psychiatrist and a Psychologist? ✓ In what areas can you use Psychology?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain I/ Scientific Inquiry	<ul style="list-style-type: none"> ✓ Psychology is the scientific study of behavior and mental processes. ✓ The goals of Psychology are description, explanation, prediction, and influence. ✓ Psychologists rely on the scientific method when researching an issue. ✓ Psychology can provide insight into behavior and has practical applications in everyday life. ✓ Historical approaches to Psychology include structuralism, functionalism, inheritable traits, and Gestalt Psychology. ✓ Psychoanalytic Psychology involves interpretations of unconscious thoughts. ✓ Behaviorists investigate observable behavior. ✓ Humanists believe that human behavior is self-directed. ✓ Cognitive Psychologists focus on mental processes and rationally motivated behavior. ✓ Sociocultural Psychology is a modern influential movement that views human behavior from a political and cross-cultural point of view. ✓ Psychiatrists and Clinical Psychologists both treat people with psychological disorders. Psychiatrists are medical doctors, whereas, Clinical Psychologists are trained in Psychology. ✓ There are many different fields in Psychology, including Clinical, Developmental, Industrial, Experimental, and Community Psychology. 	<ul style="list-style-type: none"> ✓ Describe the range of topics that are covered in an introductory Psychology course. ✓ Cite the goals and scientific basis of Psychology. ✓ Explain the difference between a hypothesis and a theory. ✓ List and describe the goals of Psychology. ✓ Defend why Psychologists use the scientific method. ✓ Explain important trends in the field of Psychology. ✓ Identify various approaches to the study of Psychology. ✓ Describe some issues that Sociocultural Psychologists might research. ✓ Summarize careers and specialized areas in Psychology.

	<p>Key Terms: Psychologist; Hypothesis; Structuralist; Functionalist; Behaviorist; Theory; Clinical Psychologist; Experimental Psychologist; Developmental Psychologist; Scientific Method; Physiological; Introspection; Psychoanalysis; Cognition</p>	
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UNIT: THE LIFE SPAN / INFANCY AND CHILDHOOD

Physical, Perceptual, and Language Development / Cognitive and Emotional Development / Parenting Styles and Social Development

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Infants are born equipped to experience the world. ✓ As infants grow physically, they also develop cognitive skills, perceptions, and language. ✓ As the main thought processes of children develop, they begin to think, communicate and relate with others, and solve problems. ✓ Children face various social decisions as they grow and progress through the stages of life. 	<ul style="list-style-type: none"> ✓ What questions do Developmental Psychologists raise concerning nature vs nurture? ✓ Why do infants construct schemas? ✓ What does it mean when people say children are egocentric? ✓ How might a child who displays avoidant attachment react when placed in a strange room? ✓ Do games serve any purpose in a developing child? ✓ What capacities do newborns display? ✓ How does the maturation process explain why a 4-month-old infant cannot be taught to walk? ✓ How do children learn to talk? ✓ Why is socialization important to development?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain II/ Biopsychological Domain III/ Development and Learning Domain IV/ Sociocultural Context	<ul style="list-style-type: none"> ✓ Most behaviors are the result of genetics. ✓ Other behaviors are the result of experience and learning. ✓ Newborn babies are capable of certain inherited, automatic, coordinated movement patterns called reflexes. ✓ Infants experience rapid development through maturation and learning. ✓ Depth perception increases in older infants as shown by the Visual Cliff experiment. ✓ There are several steps involved in learning language. ✓ A child's knowledge of the world changes through the processes of assimilation and accommodation. ✓ Jean Piaget described the changes that occur in children's understanding in four stages of cognitive development. ✓ Infants begin to develop emotionally by attaching to specific people, usually their mothers. ✓ There are four basic parenting styles – authoritarian, democratic, permissive, or uninvolved. ✓ Socialization is the process of learning the rules of behavior of one's culture. ✓ Sigmund Freud's theory of psychosexual development suggests that all children are born with powerful sexual and aggressive urges, and in learning to control these impulses, children acquire a sense of right and wrong. ✓ Erik Erikson's theory of psychosocial development suggests that the need of social approval is important. ✓ The cognitive-developmental theories of development suggest that social development is the result of the child trying to make sense of his experiences. ✓ Lawrence Kohlberg suggests that humans progress through six stages of moral reasoning. ✓ Harry Harlow reinforces that "touch" is more important than "food". ✓ Ainsworth and Bowlby devised a technique called the Strange Situation to measure attachment in young children. 	<ul style="list-style-type: none"> ✓ Describe the physical and perceptual development of newborns and children. ✓ Discuss the development of language. ✓ Recognize two reflexes that infants display. ✓ List the steps involved in learning language. ✓ Summarize Piaget's cognitive-development theory. ✓ Explain how children develop emotionally. ✓ Illustrate how infants construct schemas. ✓ Identify when a child is displaying egocentric behavior. ✓ Analyze how a child who displays avoidant attachment reacts when placed in a strange room. ✓ Design a test for object permanence. ✓ Compare and contrast theories of social development. ✓ Outline Kohlberg's stages of moral development. ✓ Classify and explain Freud's theory of socialization. ✓ Defend the purpose of children's games.

	<p>Key Terms: Grasping; Rooting; Maturation; Schema; Assimilation; Accommodation; Object Permanence; Representational Thought; Conservation; Egocentric; Imprinting; Authoritarian Family; Democratic Family; Permissive Family; Socialization; Identification; Sublimation; Role-Taking;</p>	
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UNIT: THE WORKINGS OF MIND AND BODY / ALTERED STAGES OF CONSCIOUSNESS
Sleep and Dreams / Hypnosis, Biofeedback, and Meditation / Drugs and Consciousness

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Sleep is an essential state of consciousness that includes four stages and a period of dreaming. ✓ Hypnosis, Biofeedback, and Meditation can alter states of consciousness that can occur when we are awake. ✓ Psychoactive drugs interact with the central nervous system to alter consciousness. 	<ul style="list-style-type: none"> ✓ What are the five sleep disorders? ✓ What occurs in each sleep stage? ✓ What is the difference between REM and NREM sleep? ✓ What percentage of sleep time do adults spend in REM sleep? ✓ Why is sleep characterized as an “altered state of consciousness?” ✓ What is a Circadian Rhythm? ✓ What types of medical conditions can be helped through Biofeedback? ✓ Why is it important that the person being hypnotized trust his/her hypnotist? ✓ What is a posthypnotic suggestion? ✓ What is a mantra? ✓ What is a mandala? ✓ When is a mantra, or a mandala, used? ✓ How do psychoactive drugs affect consciousness? ✓ What is the most widely abused mind altering substance in the United States?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain II/ Biopsychological	<ul style="list-style-type: none"> ✓ Sleep is restorative. ✓ Sleep conserves energy. ✓ Sleep clears the mind of useless information. ✓ Stage I is the lightest level of sleep; Stage IV the deepest. ✓ REM is an active type of sleep characterized by rapid eye movement. ✓ Sleep disorders include insomnia, sleep apnea, narcolepsy, nightmares/night terrors, sleepwalking/sleeptalking. ✓ The mental activity that takes place during sleep is called dreaming. ✓ Hypnosis is a form of altered consciousness in which people become highly suggestible to changes in behavior and thought. ✓ Biofeedback has been used to teach people to control a wide variety of physiological responses. ✓ Studies show that regular practice of meditation can relax and change behavior. ✓ The effects of marijuana, a psychoactive drug, vary from person to person. ✓ Hallucinations are perceptions that have no direct external cause. ✓ LSD is the most widely used hallucinogen. ✓ Alcohol is the most widely used mind altering substance. 	<ul style="list-style-type: none"> ✓ Describe the research related to sleep and dreams. ✓ List and describe sleep disorders. ✓ Compare and contrast the five stages of sleep. ✓ Predict what will occur if your Circadian Rhythm is altered. ✓ Interpret and label dreams. ✓ Determine how hypnosis relates to consciousness. ✓ Explain how hypnosis came to be. ✓ List uses of hypnosis. ✓ Illustrate a posthypnotic suggestion. ✓ Describe research relating to such techniques as biofeedback and meditation. ✓ Give examples of how a person can alter his/her consciousness through meditation. ✓ Compose a mantra; design a mandala. ✓ Cite conditions in which biofeedback could help. ✓ Define drug abuse. ✓ Discuss the effects drugs have on consciousness. ✓ Compare and contrast the most common psychoactive drugs.

	Key Terms: Consciousness; REM Sleep; Circadian Rhythm; Insomnia; Sleep Apnea; Narcolepsy; Nightmares; Sleepwalking; Hypnosis; Posthypnotic Suggestion; Biofeedback; Meditation; Psychoactive Drug; Hallucinogens; Hallucinations	
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UNIT: LEARNING AND COGNITIVE PROCESSES / LEARNING: PRINCIPLES AND APPLICATIONS**Classical Conditioning / Operant Conditioning / Social Learning**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">✓ Classical Conditioning is a learned procedure in which associations are made between a neutral stimulus and an unconditioned stimulus.✓ Operant Conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.✓ Social Learning, consisting of cognitive learning and modeling, involves how people make decisions and act upon the information available to them.	<ul style="list-style-type: none">✓ What is the difference between a neutral stimulus and an unconditioned response?✓ What are the processes involved in Classical Conditioning?✓ How are generalization and discrimination related to Classical Conditioning?✓ Under what circumstances might a conditioned response become extinct?✓ What are the four schedules of partial reinforcement?✓ What is the difference between escape conditioning and avoidance conditioning?✓ How does positive and negative reinforcement affect choices made?✓ How is a token economy an example of behavior modification?✓ What are the three elements which make up learned helplessness?✓ What are the differences between Classical and Operant Conditioning?✓ How do taste aversions develop?✓ What are the three different types of modeling?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain III/ Development and Learning Content Domain IV/ Sociocultural Content	<ul style="list-style-type: none"> ✓ Ivan Pavlov discovered the principles of Classical Conditioning. ✓ The four elements involved in Classical Conditioning are US, UR, CS, CR. ✓ Generalization and discrimination are complementary processes in which the participant responds to similar stimuli in the same manner or responds differently to dissimilar stimuli. ✓ A CR will sometimes reappear after extinction in a process called spontaneous recovery. ✓ Classical Conditioning may be used to affect human behavior, such as taste aversions and fears. ✓ B.F. Skinner's Operant Conditioning means that human behavior is influenced by one's history of rewards and punishments. ✓ Reinforcers (positive, negative, primary, secondary) are stimuli that increase the likelihood that certain behaviors will be repeated. ✓ Behavior is reinforced accordingly to continuous or partial reinforcement schedules that are based on numbers of responses or times of responses. ✓ Reinforcing responses that are similar to the desired behavior is a process called shaping. ✓ Punishments are stimuli that decrease the likelihood that certain behaviors will be repeated. ✓ Latent learning is not demonstrated by an immediately observable behavior at the time of learning. ✓ If individuals have experiences in which their actions have no effect, they may learn a general strategy of learned helplessness. ✓ Modeling is a type of learning that occurs as the result of observation and imitation. ✓ Behavior modification uses learned principles to change people's actions or feelings. 	<ul style="list-style-type: none"> ✓ Describe the process of Classical Conditioning. ✓ Outline the "techniques" of Classical Conditioning. ✓ Identify and describe the neutral stimulus, the US, UR, CS, CR in any given observable behavior. ✓ Describe the applications of Operant Conditioning. ✓ Outline the principles of Operant Conditioning. ✓ List the four types of reinforcers and give an example of each. ✓ Using principles of Operant Conditioning, design a plan to teach a puppy a new trick. ✓ Cite the principles involved in cognitive learning and modeling. ✓ Identify the principles of learning used in behavior modification. ✓ Provide examples of the important elements of learned helplessness. ✓ Devise a scenario using behavior modification.

	<p>Key Terms: Classical Conditioning; Neutral Stimulus; Unconditioned Stimulus (UR); Unconditioned Response (UR); Conditioned Stimulus (CS); Conditioned Response (CR); Generalization; Discrimination; Extinction; Spontaneous Recovery; Ivan Pavlov; Little Albert; John Watson; B.F. Skinner; Operant Conditioning; Reinforcement; Primary Reinforcer; Secondary Reinforcer; Fixed-Ratio Schedule; Variable-Ratio Schedule; Variable-Ratio Schedule; Fixed-Interval Schedule; Variable-Ration Schedule; Shaping; Response Chains; Aversive Control; Negative Reinforcement; Escape Conditioning; Avoidance Conditioning; Social Learning; Cognitive Learning; Cognitive Map; Latent Learning; Learned Helplessness; Modeling; Behavior Modification; Token Economy; Albert Bandura; Bobo Doll</p>	
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UNIT: LEARNING AND COGNITIVE PROCESSES / MEMORY AND THOUGHT / THINKING AND LANGUAGE

Taking in and Storing Information / Retrieving Information / Thinking and Problem Solving

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">✓ There are three processes involved in memory: encoding, storage, and retrieval.✓ Stored memory can be retrieved by recognition, recall, and relearning.✓ Thinking involves changing and reorganizing the information stored in memory to create new or transformed information, such as creative problem-solving strategies.	<ul style="list-style-type: none">✓ How can we improve our memory?✓ What is the purpose of maintenance rehearsal?✓ How does chunking work?✓ What is the difference between proactive and retroactive interference?✓ What is the difference between maintenance and elaborative rehearsal?✓ How does state-dependent learning alter our behavior?✓ What are the two types of interference that block memory?✓ What is creative thought?✓ What are the three strategies people use to solve problems?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain III/ Development and Learning Content Domain V/ Cognition	<ul style="list-style-type: none"> ✓ During encoding, you use your senses to encode and establish a memory. ✓ Storage is the process by which information is maintained over a period of time. ✓ Retrieval occurs when information is brought to mind from storage. ✓ There are three types of memory: sensory, short term, long term. ✓ Human memory is organized in such a way as to make recognition quite easy. ✓ Recall involves a person's knowledge, attitudes, and expectations. ✓ Recall results from the reconstruction of memory in which information is extracted. ✓ People's memories are sometimes reconstructed in terms of their schemas. ✓ State-dependent memory learning aids recall only if you are in the same physiological or emotional state. ✓ Forgetting can be the result of decay, interference, or repression. ✓ Memory can always be improved. ✓ Thought depends on several processes or components: images, symbols, concepts, prototypes, rules. ✓ There are three types of thinking: directed, nondirected, metacognition. ✓ Problem solving depends upon the use of strategies. ✓ Functional fixedness is the inability to imagine new functions for familiar objects. ✓ Some characteristics of creative thinking include flexibility and the ability to recombine elements to achieve insight. 	<ul style="list-style-type: none"> ✓ Explain the three processes of memory. ✓ Describe the information-processing model of memory. ✓ Diagram the stages of memory and give an example of each. ✓ Illustrate procedural memory. ✓ Illustrate chunking; provide examples. ✓ Identify memory retrieval processes. ✓ Explain the processes involved in forgetting. ✓ Construct a mnemonic device. ✓ Compare and contrast proactive/retroactive interference. ✓ Compare and contrast maintenance/elaborative rehearsal. ✓ List strategies for expanding the limits of short-term memory. ✓ Describe the primacy-recency effect. ✓ Identify five methods you can use to improve your memory. ✓ Identify the units of thought and the kinds of thinking. ✓ Explain strategies for and obstacles to problem-solving. ✓ Describe two obstacles to problem-solving. ✓ Illustrate characteristics of creative thinking.

	Key Terms: Memory; Encoding; Storage; Retrieval; Sensory Memory; Short-Term Memory; Maintenance Rehearsal; Chunking; Semantic Memory; Episodic Memory; Declarative Memory; Procedural Memory; Recognition; Recall; Reconstruction; Confabulation; Eidetic Memory; Decay; Interference; Elaborative Rehearsal; Mnemonic Device; Metacognition; Functional Fixedness; Recombination; Insight	
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UNIT: PERSONALITY AND INDIVIDUALITY / THEORIES OF PERSONALITY

Purposes of Personality Theories / Psychoanalytic Theories / Learning Theories / Humanistic and Cognitive Theories / Trait Theories

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Personality theories provide a way of organizing the many characteristics that people have. ✓ 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. 	<ul style="list-style-type: none"> ✓ What are the major schools of personality and how do they differ? ✓ How does the id, ego, and superego work together in a person? ✓ What is the difference between the personal unconscious and collective unconscious? ✓ According to Behaviorists, what is the proper subject matter of psychology, as it relates to personality? ✓ What is self-actualization? ✓ How does one achieve self-actualization? ✓ How do “conditions of worth” influence your personality, according to Carl Rogers? ✓ What is the difference between a cardinal and central trait? ✓ What traits make up Eysenck’s three dimensions of personality? ✓ What is the importance of common traits in Cattell’s theory? ✓ What are Cattell’s source traits? ✓ What are the two basic assumptions behind trait theories? ✓ What is a Defense Mechanism? ✓ How/when do we use Defense Mechanisms?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain VI/ Individual Variations	<ul style="list-style-type: none"> ✓ Personality theorists organize traits by similarities and differences, explore how people cope with life situations, and how people grow and change. ✓ Sigmund Freud believed that every personality has an unconscious component and that childhood experiences influence people's behaviors. ✓ The id, ego, superego explain how the mind functions and how instinctual energies are regulated. ✓ Behaviorists believe that individuals differ in their learning experiences; they acquire different behaviors and different personalities. ✓ Albert Bandura believes that personality is acquired by observational learning. ✓ Humanistic psychology is founded on the belief that all human beings strive for self-actualization. ✓ Carl Rogers stresses that human beings suffer from a conflict between what they value in themselves and what they believe other people value in them. ✓ Trait theorists believe we understand people by specifying their traits, and we use these traits to predict people's future behavior. ✓ Gordon Allport defined common traits as those that apply to everyone and individual traits as those that apply more to a specific person. 	<ul style="list-style-type: none"> ✓ Describe the major purposes of personality theories. ✓ List the major schools of personality theory. ✓ Define personality. ✓ Explain Sigmund Freud's concept of personality. ✓ Describe Carl Jung's theory of personality. ✓ List and explain what defense mechanisms are, and what they accomplish. ✓ Illustrate how the id, ego, and superego work together in a person. ✓ Describe the basic views of personality according to Alfred Adler. ✓ Discuss how the unconscious affects our personality. ✓ Describe B.F. Skinner's concept of personality. ✓ Explain Albert Bandura's social cognitive theory of personality. ✓ Compare and contrast Behaviorism and Social Cognition, as it relates to personality formation. ✓ Analyze Abraham Maslow's idea of self actualization. ✓ Describe the elements of Carl Roger's view of human behavior. ✓ Illustrate the steps an individual needs to take in order to be fully functioning, according to Carl Rogers. ✓ Explain how conditions of worth influence your personality. ✓ List the main features of trait personality. ✓ Compare and contrast Gordon Allport's, Raymond Cattell's, and Hans Eysenck's dimensions of personality. ✓ Give an example of a cardinal trait; central trait. ✓ Explain the difference between an extravert and an introvert.

	<p>Key Terms: Personality; Id; Ego; Superego; Defense Mechanisms; Archetype; Inferiority Complex; Collective Unconscious; Contingencies of Reinforcement; Self-Actualization; Positive Regard; Conditions of Worth; Unconditional Positive Regard; Fully Functioning; Trait; Cardinal Trait; Surface Trait; Source Trait; Extravert; Introvert</p> <p>**Sigmund Freud; Carl Jung; Alfred Adler; Karen Horney; B.F. Skinner; Albert Bandura; Carl Rogers; Abraham Maslow; George Kelly; Aaron Beck; Gordon Allport; Raymond Cattell; Hans Eysenck</p>	
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UNIT: ADJUSTMENT AND BREAKDOWN / PSYCHOLOGICAL DISORDERS

**What are Psychological Disorders? / Anxiety Disorders / Somatoform and Dissociative Disorders / Schizophrenia and Mood Disorders/
Personality Disorders and Drug Addiction**

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">✓ Psychologists draw the line between normal and abnormal behavior.✓ Anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.✓ The inability to deal with anxiety and stress can lead to somatoform and dissociative disorders.✓ Schizophrenia involves disorganized thoughts.✓ Mood disorders involve disturbances in the experience and expressions of depression.✓ Personality disorders and drug addiction prohibit normal relationships and normal functioning.	<ul style="list-style-type: none">✓ What is the DSM-IV?✓ How do psychologists classify mental disorders?✓ Can excessive anxiety lead to phobias or panic disorders?✓ What is anxiety?✓ How do dissociative disorders differ from one another?✓ What is a dissociative fugue?✓ What is the difference between a conversion disorder and hypochondria?✓ What are the symptoms of schizophrenia?✓ What are the causes of schizophrenia?✓ What is the diathesis-stress hypothesis?✓ How are addiction, tolerance, and withdrawal related to drug abuse?✓ What are characteristics of an antisocial personality?✓ How do personality disorders differ from other psychological disorders?✓ What is the difference between a hallucination and a delusion?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain VI/ Individual Variations	<ul style="list-style-type: none"> ✓ There is NO psychological definition of normal. ✓ Abnormality can be viewed as an inability to adjust to getting along in the world. ✓ NO single, accepted definition of abnormal behavior exists. ✓ Psychiatrists use the DSM-IV to classify psychological disorders. ✓ Generalized anxiety is often accompanied by physical symptoms. ✓ Anxiety disorders include: phobias, obsessive-compulsive, post-traumatic stress, panic disorders. ✓ Somatoform disorders are psychological problems in which symptoms are forced on the body. ✓ Dissociative disorders involve a breakdown in a person's "normal" conscious experience. ✓ Schizophrenia is a collection of symptoms relating to impairments in cognition, emotion, perception, and motor movement. ✓ Psychologists have classified several types of schizophrenia. ✓ Types of mood disorders are major depressive disorder, bipolar disorder, and seasonal affective disorder. ✓ People with personality disorders find it difficult to establish meaningful relationships with others. ✓ Abuse of drugs often involves psychological dependence, addiction, tolerance, and sometimes withdrawal. 	<ul style="list-style-type: none"> ✓ Define psychological disorder. ✓ Distinguish between the concepts of normality and abnormality. ✓ Explain how psychologists use the DSM-IV. ✓ Identify and describe three approaches psychologists use to approach psychological disorders. ✓ Identify the behavioral patterns that psychologists label as anxiety disorders. ✓ Explain what causes anxiety disorders. ✓ Express how excessive anxiety can lead to phobias or panic disorders. ✓ List five symptoms of a generalized anxiety disorder. ✓ Distinguish between the symptoms of a somatoform disorder and a dissociative disorder. ✓ Define and describe three dissociative disorders. ✓ Compare the difference between a conversion disorder and hypochondria. ✓ Define schizophrenia. ✓ Describe several theories that explain mood disorders. ✓ List symptoms of schizophrenia. ✓ List and label different types of schizophrenia. Discuss causes. ✓ Describe how personality disorders differ from psychological disorders. ✓ Explain how drug abuse is a psychological problem. ✓ Categorize an antisocial personality. ✓ Define hallucination; define delusion.

	Key Terms: DSM-IV; Anxiety; Phobia; Panic Disorder; Post-Traumatic Stress Disorder; Somatoform Disorder; Conversion Disorder; Dissociative Disorder; Dissociative Fugue; Dissociative Identity Disorder; Schizophrenia; Delusions; Hallucination; Major Depressive Disorders; Bipolar Disorder; Personality Disorders; Antisocial Personality; Addiction; Tolerance; Withdrawal	
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UNIT: ADJUSTMENT AND BREAKDOWN / THERAPY AND CHANGE
What is Psychotherapy? / Psychoanalysis and Humanistic Therapy / Cognitive and Behavior Therapies/
Biological Approaches to Treatment

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders. ✓ Psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Sigmund Freud. ✓ Humanistic therapy helps people reach their full potential. ✓ Cognitive and Behavioral therapies help clients develop new ways of thinking and behaving. ✓ Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients. 	<ul style="list-style-type: none"> ✓ Does Group therapy help patients? ✓ How do self-help groups help people deal with problems? ✓ What makes a good therapist? ✓ What are the goals of therapy? ✓ What is the eclectic approach to therapy? ✓ How well does Client-Centered therapy work? ✓ Is Psychoanalysis a lengthy treatment? ✓ Is dream analysis valid? ✓ What are the main differences between Psychoanalysis and Humanistic therapy? ✓ What occurs in Behavioral therapy? ✓ What is RET? ✓ How does aversive conditioning work? ✓ Are antipsychotic drugs always necessary? ✓ Why is psychosurgery controversial? ✓ Is psychosurgery still practiced in the U.S.?

NJCCCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
Social Studies 6.3 APA Content Domain VI/ Individual Variations Content Domain VII/ Applications of Psychological Science	<ul style="list-style-type: none"> ✓ Mental health professionals include: counselors, clinical psychologists, psychiatrists, social workers. ✓ An important function of Psychotherapy is to help people realize that they are responsible for their own problems, and they are the ones that must solve them. ✓ The main goal of Psychoanalysis is to help make patients aware of the unconscious impulses, desires, and fears that create their anxieties. ✓ Humanistic psychology has given rise to a technique referred to as Client-Centered therapy. ✓ Client-Centered therapy tries to make the client realize that he must accept himself and not worry what others may think. ✓ Cognitive therapists focus on changing the way that people think about their own problems. ✓ Behavior therapists concentrate on changing patterns of behavior that appear destructive to the individual. ✓ Biological approaches to treatment assume there is a physiological reason for disturbed behavior, faulty thinking, and inappropriate behavior. ✓ Drug therapy involves four main types of medications: antipsychotic drugs, antidepressant drugs, lithium, and anti-anxiety drugs. ✓ Electroconvulsive therapy is a rare, drastic treatment that is used with great caution. ✓ Psychosurgery involves destroying part of the brain to free the patient of symptoms. 	<ul style="list-style-type: none"> ✓ Explain the nature of psychotherapy. ✓ Describe the role of the therapist. ✓ Cite and describe two examples of group therapy. ✓ List characteristics of a good therapist. ✓ Describe Psychoanalysis and its goals. ✓ Explain Humanistic therapy and its goals. ✓ Discuss what occurs in Client-Centered therapy. ✓ Describe Cognitive therapies and their aims. ✓ Analyze the effectiveness of Behavioral therapy. ✓ Examine the pros/cons of RET therapy (Rational-Emotive Therapy). ✓ Defend, giving examples, of Aversive conditioning. ✓ Give examples of treatment medicines and their effects on patients. ✓ Examine the uses of Psychosurgery in the past and now. ✓ Describe a situation in which you believe a therapist would suggest Biological therapy or Psychotherapy. ✓ Identify when eclectic treatment may be advisable.

	Key Terms: Psychotherapy; Eclectic Approach; Placebo Effect; Empathy; Psychoanalysis; Resistance; Transference; Behavior Modification; Systematic Desensitization; Contingency Management; Token; Antipsychotic; Psychosurgery; Prefrontal Lobotomy	
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**PACING CHART
PSYCHOLOGY
Grades 11 - 12**

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/ INTERDISCIPLINARY CONNECTIONS
September	Introducing Psychology	<p>*Kara/Tyler: Scenario; apply physiological/psychological elements you see present; introduces student to “how” we use psychology everyday.</p> <p>*Application Activity: Scenario (Michelle/John); identify behaviors physiological/psychological applicable to actions, thoughts, feelings; form hypothesis.</p> <p>*Fairy Tale: Select a fairy tale and apply physiological/psychological behavior witnessed. Explain how this “fairy tale” shapes a child’s behavior; what branch in psychology would apply? What does this fairy tale teach a child?</p> <p>*Group Activity: Question/answer session; students paired; may ask any question their partner is willing to answer; based on what student has heard over a 10 minute time frame, write paragraph on “how” and “what” you sense/feel about this individual; share with class; apply Chapter 1 concepts.</p> <p>*Chapter test; Quizzes; Homework; Participation</p>	<p>*Textbook: Understanding Psychology/Glencoe/Mc-Graw Hill</p> <p>*Understanding Psychology Resource Activity Box: Resources; Case Studies; Projects; Lab Activities</p> <p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p> <p>*Video: Classic Studies in Psychology/Insight Media</p>
October/November	Infancy and Childhood	<p>*Receptive Language Development (How do children learn language and progress): Students will be given a passage where there are certain words that make no sense; students are asked to change those words to a grammatically correct one to complete the passage. Students will see it is very difficult to accomplish; our cognitive skills are well beyond this; children would do better with this because they make-up words all the time!</p> <p>*Critical Thinking Exercise: Scenarios; apply Piaget’s Cognitive and Development stages to each scenario; explain.</p> <p>*Essay: Jean Piaget’s Formal Operational Stage; opinion; defend your position; Lawrence Kohlberg’s Stages of Moral Development (where do you fit in); defend your position;</p>	<p>*Textbook</p> <p>*Resource Activity Box</p> <p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Lecture Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p>

		<p>Compare/Contrast Piaget/Kohlberg; defend your position.*</p> <p>*ALL positions must be backed up with chapter material.</p> <p>*Teenville: Morality scenarios; make choices based on Kohlberg's theory; defend your responses.</p> <p>*Vocabulary Activity Worksheet: Apply correct terms to the statement presented on Physical, Perceptual, and Language Development.</p> <p>*Dane Archer's SIQ (Social Intelligence Quotient): Students will be given 5 visuals involving individuals and choices on what these individuals are doing; select choice; clues for your response; purpose behind activity is to see if students "see what they want to see" based on "what" they may have learned growing up OR do they base their answer on something other than immediate perception.</p> <p>*Case of Genie: Analyze; report findings.</p> <p>*Group Activity: Visual timeline; students will be given events they have encountered from birth to current status; make selection; draw event; place in order; activity designed to tell a story using non-verbal communication, as children do.</p> <p>*Chapter test; Quizzes; Homework; Participation</p>	<p>www.youtube.com (Experiments/Demonstration)</p> <p>*Visual Cliff/Gibson & Walk/1960/ narrated by Joseph Campos</p> <p>*Piaget's Stages of Cognitive Development</p> <p>*Konrad Lorenz/Imprinting</p> <p>*Harry Harlow's Monkeys</p> <p>*Strange Situation/Ainsworth & Bowlby/1991</p> <p>www.erupting.mind *Freud's Psychosexual Stages of Development</p> <p>www.vtaide.com *Lawrence Kohlberg's Stages of Moral Development/ Heinz Dilemma</p>
December	Altered Stages of Consciousness	<p>*Sleep Activity Worksheet: Vocabulary introducing students to chapter material.</p> <p>*Out-of-Body Research Article: Review; answer applicable questions.</p> <p>*Graphic Organizer Activity: List sleep disorders; symptoms; causes.</p> <p>*Application Activity: Altered states vs. consciousness; students will decide what their everyday activities imply.</p> <p>*Self-Hypnosis Case Study: Read case; answer applicable questions; Think Critically section (student opinion section).</p> <p>*Hypnosis Activity Worksheet: Vocabulary introducing students to the area of Hypnosis.</p> <p>*Vocabulary Activity Worksheet: Apply correct terms to questions relating to Hypnosis, Biofeedback, and Meditation.</p> <p>*Reteaching Activity: Apply chapter vocabulary to the appropriate statements; list characteristics of each sleep stage.</p> <p>*Group Activity: Boundary Breaking. Students will sit in circle; personal information that they have chosen to share</p>	<p>*Textbook</p> <p>*Resource Activity Box</p> <p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p> <p>*Video: The Enigma of Sleep/ International Distributors/ Filmmakers Library</p> <p>www.helpguide.com *Sleep Well; Understanding Sleep; How much sleep do you need; sleep cycles</p>

		<p>with the class will be selected from a basket; student making selection can choose to guess who wrote it down or pass it on; it is the student's option, who wrote the fact, if they wish to share; students are encouraged to use their "learned know how" to offer advice. Great college exercise.</p> <p>*Chapter test; Quizzes; Homework; Participation</p>	<p>*How your body clock affects sleep</p> <p>www.dreammoods.com</p> <p>*Dream interpretation</p> <p>www.stevemarino.com</p> <p>*Hypnosis</p> <p>www.youtube.com</p> <p>(Experiments/Demonstration)</p> <p>*Self-Hypnosis for Relaxation</p>
January	Learning Principles and Applications	<p>*Vocabulary Activity: Apply the correct Classical Conditioning term to the correct statement.</p> <p>*Classical Conditioning Worksheet: Scenario; use appropriate terminology applicable to Classical Conditioning, as it relates to a realistic scenario.</p> <p>*Case of Little Albert: Analyze; report findings.</p> <p>*Guided Reading Activity: Apply the correct Operant Conditioning term to the statements presented.</p> <p>*Schedules of Reinforcement Worksheet: Visuals; apply the reinforcement schedule which is applicable.</p> <p>*Essay: How would you addict someone to watching t.v.; use applicable Reinforcement Schedule; explain what you would do.</p> <p>*Vocabulary Activity: Apply the correct Social Learning term to the correct statement; explain learned helplessness.</p> <p>*Reteaching Activity: Apply chapter vocabulary to the appropriate statement; scenarios listing stimuli and response; break down stimuli and response by US, UR, CS, CR.</p> <p>*Chapter test; Quizzes; Homework; Participation</p> <p>**Student Group Projects: Four group projects per month, relating to psychological significance will be presented, after approval by myself, by students within the class; one per week. Each student will be responsible for presenting a group project; requirement of course; Group Activity Packet issued, as well as review of packet; rubric for project grades included.</p> <p>**Mid-Term Exam</p>	<p>*Textbook</p> <p>*Resource Activity Box</p> <p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p> <p>*Video: Observing Children: A Study in Child Development/SFE Publications</p> <p>www.youtube.com</p> <p>(Experiments/Demonstration)</p> <p>*Classical Conditioning/Ivan Pavlov</p> <p>*Skinner Box/B.F. Skinner</p> <p>*Little Albert/Watson & Raynor</p> <p>*Operant Conditioning Demonstration</p> <p>*Operant Conditioning in Goldfish</p> <p>*BoBo Doll/Albert Bandura</p>
February	Memory and Thought	<p>*Memory Retention Exercise: Students will be given three paragraphs to memorize (resembles the childhood game of</p>	<p>*Textbook</p> <p>*Resource Activity Box</p>

	Thinking and Language	<p>Telephone); at end of exercise, students “will” remember the paragraph which is the longest, because it resembles gossip. It proves the theory that we remember what we want and is interesting to us!</p> <p>*Remembering Details Case Study: Read case; answer applicable questions; Think Critically section (student opinion section).</p> <p>*Eyewitness Case Study: Read case; answer applicable questions; Think Critically section (student opinion relating to the validity of eyewitness information).</p> <p>*Case of H.M.: Analyze; report findings.</p> <p>*Vocabulary Activity: Apply the correct “Memory” terminology; answer questions relating to memory processes.</p> <p>*Vocabulary Activity: Using statements provided, apply “Retrieval” information terminology.</p> <p>*Reteaching Activity: Memory and thought terminology; application of procedural/declarative memory to everyday activities; devise mnemonic device based on information provided.</p> <p>*Recreating Memory Article: Read research; answer questions relative to article.</p> <p>*Recombination Activity Sheet: Students will be given four words and will have to apply “recombination” to change the meaning of those four words. The same word MUST be used for all four words.</p> <p>*Chapter test; Quizzes; Homework; Participation; **Student Group Projects** (See January)</p>	<p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Supplemental Memory Games</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p>
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PACING CHART
PSYCHOLOGY
Grades 11 - 12

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/ INTERDISCIPLINARY CONNECTIONS
March	Theories of Personality	<p>*Rotter's Locus of Control: Personality attributes and how you relate them to situations that require a yes/no answer.</p> <p>*Id, Ego, Superego: Decide which statement applies to the Freudian concepts.</p> <p>*Defense Mechanism Worksheet: Scenarios; select the Defense Mechanism which applies.</p> <p>*Vocabulary Activity: Apply the correct Psychoanalytic term.</p> <p>*Extension Activity (Birth Order and Personality): Read and review research; predict possible consequence, based on Adler's birth order theory on personality..</p> <p>*Vocabulary Activity: Apply the correct Humanistic and Cognitive theories to material presented.</p> <p>*Essay: Sharon's Depression. Compare and contrast how Adler and Horney would differ in their approach in explaining Sharon's depression; causes; facts.</p> <p>*Essay: Paolo's Depression. Compare and contrast how a Humanist vs a Trait theorist would approach this situation.</p> <p>*Chapter test; Quizzes; Homework; Participation; **Student Group Projects** (See January)</p>	<p>*Textbook</p> <p>*Resource Activity Box</p> <p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Case Studies</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p>
April	Psychological Disorders	<p>*Rorschach Ink Blots: Observe "famous ten"; what do you see; explanation how Ink Blots came into existence.</p> <p>*Perspective on Neurosis: Answer 20 statements as you feel a Neurotic would answer them; explain misconceptions.</p> <p>*Mental Health Approaches: Compare and contrast a "rapper" living in Mississippi to a "country-western" singer living in the Bronx, NY. Use three approaches (Deviance, Adjustment, Psychological Health) to reinforce your answer.</p>	<p>*Textbook</p> <p>*Resource Activity Box</p> <p>*Supplemental Worksheets</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p> <p>*Note-Taking</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p>

		<p>*Assassin Research: Select two famous assassinations; what features/traits do both assassins exhibit; similarities; would they fit the definition of “criminally insane”.</p> <p>*Case Study: Select a famous individual whom you feel has exhibited abnormal behavior; apply one of the Mental Health Approaches to his/her behavior; explain why.</p> <p>*Normal vs Abnormal: Select five behaviors that would be considered normal to some, but abnormal to others.</p> <p>*Phobias: Meet the Family. Read the 10 situations, which are occurring in the family, and list what phobia, from those stated, family members are experiencing.</p> <p>*Case Study: Panic Disorder. Read case history; answer applicable questions; Think Critically using your opinion, based on information provided.</p> <p>*Vocabulary Activity: Apply correct terminology relating to anxiety disorders; somatoform/dissociative disorders; schizophrenia/mood disorders.</p> <p>*Disorder Activity Worksheet: Listed symptoms; select applicable disorder.</p> <p>*Case Study: Mood Genes. Read research; answer questions; convey opinion.</p> <p>*Personality Disorders Worksheet: Let’s Party. Members of this party have personality disorders; select the disorder which applies.</p> <p>*Famous Psychologist Paper: Students will research a psychologist/theorist not covered during the course of the school year; 3-page paper; theory; experimentation; criticism; and uses of theory must be noted.</p> <p>*Munchausens Syndrome Case: Analyze; report findings.</p> <p>*Chapter test; Quizzes; Homework; Participation; **Student Group Projects** (See January)</p>	<p>*Internet Resources</p> <p>*Videos:</p> <ul style="list-style-type: none"> *Psychotic Disorders/Jamie Dyce/Concordia University/Alberta, Canada *Understanding Psychotic Disorders/OCD/Insight Media *Madness: Kill or Cure/History of Medical Treatment/Films Media Group *The Madness of Dancing Daniel/ A Personality Disorder Case Study/Films Media Group *Onset Adolescent Schizophrenia/ Aquarius Healthcare Media *A Case Study of Multiple Personality: The Three Faces of Eve/Penn State Media
May/June	Therapy and Change	<p>*Extension Activity: Psychotherapy/Miracle Cure. Review research; analyze; draw your own conclusion; explain.</p> <p>*The Case of Rat Man: Analyze; report findings.</p> <p>*Case Study: Modifying Orangutan Behavior. Review case; answer questions; Think Critically using opinion and knowledge related to the chapter material.</p> <p>*Case Study: Should a Family Therapist and a School Counselor work as a team; review documented case; answer related questions; offer personal views related to chapter</p>	<p>*Textbook</p> <p>*Resource Activity Box</p> <p>*Supplemental Worksheets</p> <p>*Case Studies/Treatment Sheets</p> <p>*The HOLE Exercise</p> <p>*Study Guides</p> <p>*Power Point Chapter Presentations</p>

		<p>material.</p> <p>*Vocabulary Activity Worksheets: What is Psychotherapy; Psychoanalysis and Humanistic Therapy; Cognitive and Behavior Therapy; Biological Treatment; answer appropriate statements with the correct approach needed.</p> <p>*Mental Health Treatment Exercise: Students will be given basic information on individuals; apply suggested treatment.</p> <p>*Mental Health Case Studies: Students will be given profiles background information on six (6) patients; students will fill out and complete a treatment recommendation form and their reasons for suggesting such treatment; must be backed up by chapter material.</p> <p>*Chapter test; Quizzes; Homework; Participation; **Student Group Projects** (See January)</p> <p>**Final Exam</p>	<p>*Note-Taking</p> <p>*Lecture/Discussion</p> <p>*Group Activity Work</p> <p>*Internet Resources</p>