

Social Psychology

APS District Standards: ©Copyrighted Lesson Plan Format – Hooz-who.com, 2005

STRAND I: INTRODUCTION TO PSYCHOLOGY, HISTORY, AND METHODS

Content Standard: The student explores historical and philosophical perspectives and demonstrates knowledge of the scientific methods used to investigate human behaviors as they relate to psychology.

Benchmark: The student analyzes and evaluates basic philosophical ideas and applies research methodology from a variety of psychological theories and studies.

1. Defines psychology.
2. Lists and explains the goals of psychology.
3. Summarizes the early history and development of psychology.
4. Understands the philosophical development of psychology from its Greek roots up to the present-day points of view.
5. Compares and contrasts the major principles of the behavioral, psychoanalytic, cognitive, socio-cultural, physiological, and humanistic approaches to psychology.
6. Discusses the difference between a psychological theory and nonscientific approaches to the study of human behavior.
7. Understands and gives real-life examples of the frame of reference concept.
8. Explores career options in the field of social psychology.
9. Describes the process of experimentation, observation, hypothesis, and statistical analysis formation pertaining to a major study in the field of social psychology.

STRAND II: ABNORMAL BEHAVIORS AND TREATMENT

Content Standard: The student identifies the basic categories of abnormal behaviors and treatment modalities as classified by the Diagnostic and Statistical Manual (DSM).

Benchmark: The student distinguishes between normal and abnormal behaviors and examines a variety of factors and influences (cultural, social, statistical, personal discomfort) relating to diagnosis and treatment of psychological disorders.

1. Discusses the ways in which abnormal behavior has been defined.
2. Discusses the problems inherent in diagnosing psychological disorders and how the DSM tries to overcome them.
3. Lists and discusses the forms that anxiety can take.
4. Distinguishes between major depression and bipolar disorder.
5. Explains the various theories that attempt to account for depression.
6. Lists and discusses the characteristics of the types of dissociative disorders.
7. Describes the symptoms of schizophrenia.
8. Lists and discusses the theories explaining the causes of schizophrenia.
9. Lists and explains the types of organic brain disorders.
10. Explains the basic eating disorders.
11. Summarizes the history of medical approaches that have been taken to psychological problems.
12. Discusses the uses of anti-psychotic drugs, antidepressants, and tranquilizers in treating emotional disorders.
13. Summarizes the problems inherent in treating psychological disorders with drugs.
14. Lists and explains the goals and principles of the major schools of psychotherapy.
15. Explains what is meant by eclectic therapy.
16. Discusses the goals and methods of various alternatives to psychotherapy, including community programs and self-help groups.
17. Discusses the circumstances in which therapy can be effective and work best as well as be ineffective and be harmful.
18. Identifies important “myths” surrounding suicide.
19. Describes the warning signs that a potentially suicidal person exhibits.
20. Lists the number of ways in which a friend or acquaintance can help to prevent a suicide.

•Unit (Lesson) Title

•Major Concept

•Essential Understandings (Essential Knowledge)

•Essential Questions or Skills

Highlighted Performance Standards Instructional Activities (attached)

•Culminating Demonstration of Knowledge (What will the students do, How will they do it, Why will they be doing it?)

Instructional Agenda (date, activity, *assessment)

*if necessary to the daily plan

Day 1

Social Psychology

APS District Standards: ©Copyrighted Lesson Plan Format – Hooz-who.com, 2005

21. Identifies local sources of help during a crisis.

STRAND III: PERSONALITY THEORIES

Content Standard: The student identifies the diverse theories of personality.

Benchmark: The student applies personality theories to interpret his/her behavior and the behavior of others.

1. Discusses the focus of a major study in the field of social psychology (prejudice, conformity, aggression, personal attraction, altruism, stereotyping) and the findings of research in that study.
2. Defines personality.
3. Explains the basic principles of Freud's psychoanalytic approach to the study of personality.
4. Discusses the challenges to psychoanalytic theory made by Horney, Adler, and Jung, and summarizes their basic theories.
5. Summarizes the grounds on which Freudian theory has been criticized.
6. Distinguishes between the behavioral and social learning approaches to personality.
7. Summarizes the principles of humanistic psychology as proposed by Maslow, May, and Rogers.
8. Lists and discusses the major trait theories of personality and summarizes the weaknesses of these theories.

STRAND IV: PERSONALITY ASSESSMENT

Content Standard: The student identifies the purpose of assessment and the basic forms and tools utilized.

Benchmark: The student completes a variety of assessments, analyzes the results, and applies them to theory.

1. Discusses the issue of trait stability and whether personality remains consistent over time.
2. Describes the relationship between consistency and the private personality.
3. Lists and explains the methods of assessing personality and their strengths and weaknesses.
4. Identifies various tools available for assessment.
5. Identifies various types of assessment.
6. Explains reliability and validity of assessment tools.
7. Reviews how a test becomes standardized based upon norms.
8. Explains the use of intelligence tests (Act, SAT, IQ) and their controversy.

STRAND V: BRAIN, BODY, AND BEHAVIOR

Content Standard: The student examines the organic basis of behavior.

Benchmark: The student describes and explains the components and functions of the nervous system and other physiological influences on behavior.

1. Defines learning and distinguishes learning from reflexes and fixed-action patterns.
2. Lists and explains the components of classical conditioning.
3. Describes the impact of classical conditioning on everyday life, and describes the therapeutic technique of counter conditioning.
4. Lists and explains the principles and applications of operant conditioning.
5. Summarizes the impact of cognitive models of learning on learning theory.
6. Lists and describes the features and functions of the central and peripheral nervous systems.
7. Describes biofeedback.
8. Describes the functioning of hormones and the endocrine system.
9. Defines the information processing approach to memory and explain its components.
10. Defines the multistore theory of memory and explains its components.

STRAND VI: CONSCIOUSNESS AND ALTERED STATES

Content Standard: The student explores internal and external influences on conscious and unconscious states.

Benchmark A: The student examines hypnosis, meditation, sleep cycles, and dreams as they apply to an individual's life.

Benchmark B: The student examines the effects of substance use (drugs, alcohol) on behavior and its impact on society.

1. Explains the Freudian and Hobsian approach to the analysis of dreams and analyzes personal dreams from this perspective.
2. Discusses effects of prescribed and illicit drug use.
3. States the signs of drug abuse.
4. Distinguishes between the disease model of addiction and social or learning approaches to addiction.

STRAND VII: SOCIAL PSYCHOLOGY

Content Standard: The student explores how thoughts, feelings, perceptions, and behaviors are influenced by interaction with others

Benchmark: The student explores how thoughts, feelings, perceptions, and behaviors are influenced by interaction with others

1. Explains basic conceptual components of social psychology (attitudes, attributions, cognitive dissonance, scapegoating, prejudice, social persuasion, group dynamics).
2. Discusses the focus of a major study in the field of social psychology (prejudice, conformity, aggression, personal attraction, altruism, stereotyping) and the findings of research in that study.

STRAND V: LITERACY

Content Standard: The student communicates psychological principles through reading, writing, and speaking opportunities.

Benchmark: The student uses critical thinking skills to understand and communicate perspectives from multiple contexts.

1. The Language Arts standards addressed in this strand come from the 11th grade sections.
2. Synthesizes themes and ideas in a variety of texts using various strategies (judgments, inferences, cause and effect. Uses critical analysis to gain meaning and synthesize ideas.
3. Demonstrates increased competence and fluency in using the scientific writing process to create a final product.
4. Demonstrates increased competence and fluency in using a variety of technology.
5. Participates in group discussions and/or presentations to the class.
6. Listens to and analyzes statistical content.
7. Conducts research; collects and analyzes data from in-depth field studies.
8. Synthesizes and organizes information from a variety of sources to inform and persuade an audience.
9. Uses a variety of media and technology to research and explain insights to an audience.
10. Develops presentations by using clear research questions and creative research strategies (field studies, experiments).