COURSE TITLE: Psychology

DESCRIPTION OF COURSE:

This course is designed to study the science of human thought and behavior, psychological theories, learning, intelligence, creativity, human development, memory, personality and abnormal behavior with a focus on current issues in psychology. Students will be expected to discuss mature topics within the psychology framework. This course will give students the opportunity to gain insight into their own lives and behavior.

MAJOR CONCEPTS AND TOPICS:

1) Human Growth and Development
   a) Development is a lifelong process
   b) Theories of development
   c) Issues surrounding the developmental process (nature/nurture, critical periods, stability/instability)
2) Learning and Cognition
   a) Characteristics of learning
   b) Principles of classical conditioning
   c) Principles of operant conditioning
   d) Components of cognitive learning
   e) Components of observational learning
   f) Memory systems
   g) Storage and retrieval
   h) Brain structures

3) States of Consciousness
   a) Nature of consciousness
   b) Characteristics of sleep and theories that explain why we sleep
   c) Theories used to explain and interpret dreams
   d) Uses of hypnosis and meditation
   e) Sleep deprivation
   f) Sleep disorders

4) Personality
   a) Personality approaches and theories
   b) Assessment tools used in personality

5) Psychological Disorders
   a) Characteristics, symptoms and origins of abnormal behavior
   b) The role of heredity as it influences risk for abnormal behavior
   c) Major categories of abnormal behavior
   d) Impact of mental disorders
   e) Evolution of treatment of mental disorders
PSYCHOLOGY COURSE COMPETENCIES

1. Students will recognize that the study of psychology is valuable to both the individual and society.

2. Students will express that attitudes and behaviors are shaped by many factors.

3. Students will analyze how humans make decisions and solve problems.

4. Students will explain that society’s treatment of psychological issues has changed over time.

5. Students will support that there is no easy way to distinguish between normal and abnormal.

SOCIAL STUDIES PROCESS SKILLS

1. The student will understand that it is important to differentiate past and present and recognize changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information.

4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to solve individual and group problems.

SCHOOL-WIDE ACADEMIC EXPECTATIONS

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

2. Demonstrate the skills required for the appropriate use of technology.

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.
Major Concept #1
Human Growth and Development

Topics:
   a. Development is a lifelong process
   b. Theories of development
   c. Issues surrounding the developmental process (nature/nurture, critical periods, stability/instability)

Competencies:
   1. Students will recognize that the study of psychology is valuable to both the individual and society.
   2. Students will express that attitudes and behaviors are shaped by many factors.

Knowledge/Skills:
   1. Describe physical, social and cognitive changes from the prenatal period throughout the life span (IIIA-1.1)
   2. Examine the nature of change over the life span (IIIA-1.2)
   3. Identify the complex cognitive structures found in the early development of infants and young children (IIIA-1.3)
   4. Apply life span principles to personal experience (IIIA-1.4)
   5. Explain various developmental models (IIIA-3.1)
   6. Describe the role of critical periods in development (IIIA-4.1)

Process Skills:
   1. The student will understand that it is important to differentiate past and present and recognize changes over time.
   2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
   3. The student will understand that it is important to evaluate and critique varied sources of information.
   4. The student will understand that it is important to create and test generalizations and theses.
   5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
   6. The student will understand that it is important to solve individual and group problems.

Performance

In this creative project, you will be designing a scrapbook that is based on milestones you have surpassed in your life.
Assessment #1

(so far). I will leave it up to you to decide how you would like to organize this book, but you need to include these required elements:

✓ At least 10 developmental events
✓ Dates of those events
✓ Brief, detailed description of each event and its importance
✓ You need to relate each of these events either to a stage in Piaget’s Theory or Kohlberg’s Theory
✓ Colorful, neat and creative

Topics in PA #1

Development is a lifelong process; Theories of development.

Social Studies

Process Skills Addressed in PA #1

1. The student will understand that it is important to differentiate past and present and recognize changes over time.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

Psychology Competencies addressed in PA #1

1. Students will recognize that the study of psychology is valuable to both the individual and society.
2. Students will express that attitudes and behaviors are shaped by many factors.

School-Wide Competencies addressed in PA #1

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

PA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present a scrapbook that has:</td>
<td>Students will present a scrapbook that has:</td>
<td>Students will present a scrapbook that has:</td>
<td>Students will present a scrapbook that has:</td>
</tr>
<tr>
<td>Student has at least the 10 required developmental events, complete with dates and a brief, detailed description of each event and its importance.</td>
<td>Student has 7-9 of the required developmental events, complete with dates and a brief, adequately detailed description of each event and its importance.</td>
<td>Student has 5-6 of the required developmental events, complete with dates and a brief, slightly detailed description of each event and its importance.</td>
<td>Student has less than 5 of the required developmental events, incomplete or missing dates, little to no detail in the description of each event and its importance.</td>
</tr>
<tr>
<td>Student has chosen</td>
<td>Student has chosen</td>
<td>Student has chosen</td>
<td>Student has chosen</td>
</tr>
</tbody>
</table>
events that have a strong, clear relevance to developmental material discussed in class, including Piaget's & Kohlberg's stages.

Student presented the scrapbook in a highly creative fashion using color, pictures and symbols. Student used maximum effort in planning, writing and presenting the Scrapbook.

Student demonstrates exemplary skills in communicating effectively through the arts, music and other forms of artistic and creative expression. Additionally, the student excels in application of and connections among concepts through several artistic genres.

Performance Assessment #2

You have been invited to a forum on development and you will be giving a lecture on the Nature/Nurture Theory. In order to properly prepare for this speaking engagement, you decide to write out a thesis paper stating and analyzing your opinion, based on your own development.

Topics in PA #2

Development is a lifelong process; Theories of development; Issues surrounding the developmental process (nature/nurture, critical periods, stability/instability).

Social Studies Process Skills Addressed in PA #2

4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

Psychology

1. Students will recognize that the study of psychology is
Competencies addressed in PA #2

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

2. Students will express that attitudes and behaviors are shaped by many factors.

School-Wide Competencies addressed in PA #2

PA #2 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will present a paper that has:</td>
<td>Students will present a paper that has:</td>
<td>Students will present a paper that has:</td>
<td>Students will present a paper that has:</td>
</tr>
<tr>
<td>Student locates, organizes, and synthesizes information from a wide variety of sources; consistently identifies the main ideas and evaluates the validity of information.</td>
<td>Student locates information from a variety of sources; consistently identifies the main ideas and evaluates the validity of information.</td>
<td>Student inadequately locates information from a variety of sources, and demonstrates minimal ability to analyze it.</td>
<td>Student does not locate information from a variety of sources.</td>
</tr>
<tr>
<td>Student develops a precise hypothesis about nature or nurture and demonstrates an ability to comprehensively evaluate and support the hypothesis.</td>
<td>Student develops a hypothesis about nature or nurture and demonstrates an ability to thoroughly evaluate the hypothesis.</td>
<td>Student develops an inadequate hypothesis about nature or nurture and demonstrates a minimal ability to evaluate the hypothesis.</td>
<td>Student does not develop a valid hypothesis about nature or nurture.</td>
</tr>
<tr>
<td>Student thoroughly explains and justifies solutions and/or conclusions through a comprehensive examination of the acquired evidence.</td>
<td>Student consistently explains and effectively justifies solution and/or conclusions.</td>
<td>Student inadequately explains solutions and/or conclusions, providing only minimal justifications.</td>
<td>Student does not explain and justify solutions and/or conclusions.</td>
</tr>
</tbody>
</table>

Major Concept #2
Learning and Cognition

Topics:
- Characteristics of learning
- Principles of classical conditioning
- Principles of operant conditioning
d. Components of cognitive learning  
e. Components of social learning  
f. Memory systems  
g. Storage and retrieval  
h. Brain structures

Competencies:
2. Students will express that attitudes and behaviors are shaped by many factors.  
3. Students will analyze how humans make decisions and solve problems.

Knowledge/Skills:
1. Discuss learning from a psychological viewpoint (IVA-1.1)  
2. Describe the classical conditioning paradigm (IVA-2.1)  
3. Describe the operant conditioning paradigm (IVA-3.1)  
4. Explain how observational learning works (IVA-4.1)  
5. Describe cognitive learning approaches (IVA-4.2)  
6. Describe the operation of short-term memory and working memory (IVB-2.2)  
7. Describe the operation of long-term memory (IVG-2.3)  
8. Analyze the importance of retrieval cues in memory (IVB-3.1)  
9. Explain the role that interference plays in retrieval (IVB-3.2)  
10. Relate difficulties created by reconstructive memory processes (IVB-3.3)  
11. Identify the brain structures most important to memory (IVB-4.1)  
12. Identify factors that interfere with memory (IVB-5.1)  
13. Describe strategies for improving memory based on our understanding of memory (IVB-5.2)  
14. Discuss the effects of development on language acquisition (IVC-4.1)

Process Skills:
1. The student will understand that it is important to differentiate past and present and recognize changes over time.  
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.  
3. The student will understand that it is important to evaluate and critique varied sources of information.  
4. The student will understand that it is important to create and test generalizations and theses.  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
Performance Assessment #3

You are a psychologist at the Yale Interaction Laboratory looking to experiment on one of your friends to test the classical conditioning theory. You will design an experiment and type up a lab report based on your purpose, hypothesis, materials, procedures, observations and conclusions.

Topics in PA #3

- Principles of classical conditioning.

Social Studies Process Skills Addressed in PA #3

- 2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
- 5. The student will understand that it is important to create and test generalizations and theses.

Psychology Competencies addressed in PA #3

- 2. Students will express that attitudes and behaviors are shaped by many factors.
- 3. Students will analyze how humans make decisions and solve problems.

School-Wide Competencies addressed in PA #3

- 1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

PA #3 Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>The student will produce a lab report that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Student describes the nature of the problem in detail and demonstrates an exemplary ability to clarify. Student develops a precise hypothesis and demonstrates an ability to comprehensively evaluate and support the hypothesis through observations. Student thoroughly explains and justifies solutions and/or conclusions through a comprehensive examination of the</td>
</tr>
<tr>
<td>Level 3</td>
<td>The student will produce a lab report that: Student describes the nature of the problem and demonstrates a consistent ability to clarify. Student develops a hypothesis and demonstrates an ability to thoroughly evaluate the hypothesis through observations. Student consistently explains and justifies solutions and/or conclusions.</td>
</tr>
<tr>
<td>Level 2</td>
<td>The student will produce a lab report that:</td>
</tr>
<tr>
<td>Level 1</td>
<td></td>
</tr>
</tbody>
</table>

Drafted 12/3/08 by Jim Maloney and Kristin Ozana; Updated 7/29/09 by Kristin Ozana
Your child has learning disabilities and you, as the responsible parent, want to find out as much about these disabilities as you can, so that you can be a more effective parent. You have heard of Richard Lavoie and the school he runs in Greenwich, CT. You decide to watch one of his videotaped workshops, which you find fantastic. You are so impressed by Mr. Lavoie's techniques, that you want your child's teachers to have a better understanding of his or her disabilities. You decide to write for them a synopsis of what you saw Lavoie doing in the video, and why he was doing it.

### Topics in PA #4
- Characteristics of learning; Components of cognitive learning; Memory systems; Storage and retrieval.

### Social Studies Process Skills Addressed in PA #4
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

### Psychology Competencies addressed in PA #4
2. Students will express that attitudes and behaviors are shaped by many factors.
3. Students will analyze how humans make decisions and solve problems.

### School-Wide Competencies addressed in PA #4
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #4 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>See previously created rubric.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Major Concept #3
States of Consciousness

Topics:
- a. Nature of consciousness
- b. Characteristics of sleep and theories that explain why we sleep
- c. Theories used to explain and interpret dreams
- d. Uses of hypnosis and meditation
- e. Sleep deprivation
- f. Sleep disorders

Competencies:
1. Students will recognize that the study of psychology is valuable to both the individual and society.
4. Students will explain that society’s treatment of psychological issues has changed over time.

Knowledge/Skills:
1. Define states of consciousness (IVD-1.1)
2. Describe levels of consciousness (IVD-1.2)
3. Describe the sleep cycle (IVD-2.1)
4. Compare theories that explain why we sleep (IVD-2.2)
5. Assess types of sleep disorders (IVD-2.3)
6. Demonstrate an understanding of individual differences in dream content and recall (IVD-3.1)
7. Compare different theories about the use and meaning of dreams (IVD-3.2)
8. Describe several hypnotic phenomena (IVD-4.1)
9. Explain possible uses of hypnosis in psychology (IVD-4.2)

Process Skills:
1. The student will understand that it is important to differentiate past and present and recognize changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to solve individual and group problems.

<table>
<thead>
<tr>
<th>Performance Assessment #5</th>
<th>You are fascinated by your dreams and would like to chart their frequency in relation to your hours of sleep. You also want to understand what your dreams mean. You will chart your hours of sleep, any reasons for poor sleep, the summary of your dream(s) and any possible interpretation(s) based on the theories we talked about in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in PA #5</td>
<td>Characteristics of sleep and theories that explain why we sleep; Theories used to explain and interpret dreams.</td>
</tr>
</tbody>
</table>
| Social Studies Process Skills Addressed in PA #5 | 4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.                                                                                                                               |
| Psychology Competencies addressed in PA #5 | 1. Students will recognize that the study of psychology is valuable to both the individual and society.
4. Students will explain that society's treatment of psychological issues has changed over time.                                                                                                                                                    |
| School-Wide Competencies addressed in PA #5 | 1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.                                                                                                                                                                |

<table>
<thead>
<tr>
<th>PA #5 Rubric</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will produce a journal that:</td>
<td>The student will produce a journal that:</td>
<td>The student will produce a journal that:</td>
<td>The student will produce a journal that:</td>
<td></td>
</tr>
<tr>
<td>Student produces a clear and insightful dream summary.</td>
<td>Student produces a clear dream summary.</td>
<td>Student produces a clear dream summary.</td>
<td>Student recognizes limited aspects of dream.</td>
<td></td>
</tr>
<tr>
<td>Student thoroughly explains and justifies solutions and/or conclusions through a comprehensive examination of the acquired evidence.</td>
<td>Student consistently explains and effectively justifies solution and/or conclusions.</td>
<td>Student inadequately explains solutions and/or conclusions, providing only minimal justifications.</td>
<td>Student does not explain and justify solutions and/or conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
Major Concept #4
Personality

Topics:
   a. Personality approaches and theories
   b. Assessment tools used in personality

Competencies:
   2. Students will express that attitudes and behaviors are shaped by many factors.
   3. Students will analyze how humans make decisions and solve problems.
   5. Students will support that there is no easy way to distinguish between normal and abnormal.

Knowledge/Skills:
   1. Define personality as the individual's unique way of thinking, feeling and acting (IIIB-1.1)
   2. Explain the characteristics of the psychoanalytic, cognitive-behavioral, and humanistic approaches (IIIB-2.1)
   3. Identify important contributions to the understanding of personality (IIIB-2.2)
   4. Describe the tests used in personality assessment (IIIB-3.2)

Process Skills:
   1. The student will understand that it is important to differentiate past and present and recognize changes over time.
   2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
   3. The student will understand that it is important to evaluate and critique varied sources of information.
   4. The student will understand that it is important to create and test generalizations and theses.
   5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
   6. The student will understand that it is important to solve individual and group problems.

Performance Assessment #6
Everyone has a personality...well, some of us more than others 😊! Personality is a reflection of your outer personality traits (The Big 5) and the inner personality traits we hide inside. We all have a mask we show to the world.
Your job is to create your mask; it can be any color, any style, with any decorations you feel best reflect you.

- **On the outside of your mask** you need to have embellishments, graphics or decorations, etc. that reflect the Big Five Personality Traits and any 5 other traits you are comfortable showing to the outside world.

- **On the inside of your mask**, you need to have embellishments, graphics, decorations, etc. that reflect the real you. No one will see the inner you except me, you, and anyone to whom you care to show the inside of your mask. The inner mask must have at least 5 traits.

<table>
<thead>
<tr>
<th>Topics in PA #6</th>
<th>Personality approaches and theories; Assessment tools used in personality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Process Skills Addressed in PA #6</strong></td>
<td>3. The student will understand that it is important to evaluate and critique varied sources of information. 4. The student will understand that it is important to create and test generalizations and theses. 5. The student will understand that it is important to express clear and concise personal opinion supported by evidence. 6. The student will understand that it is important to solve individual and group problems.</td>
</tr>
<tr>
<td><strong>Psychology Competencies addressed in PA #6</strong></td>
<td>2. Students will express that attitudes and behaviors are shaped by many factors. 3. Students will analyze how humans make decisions and solve problems. 5. Students will support that there is no easy way to distinguish between normal and abnormal.</td>
</tr>
<tr>
<td><strong>School-Wide Competencies addressed in PA #6</strong></td>
<td>3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PA #6 Rubric</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present a mask that has: Student has at least the 10 required personality traits depicted visually.</td>
<td>Students will present a mask that has: Student has 7-9 of the required personality traits depicted visually.</td>
<td>Students will present a mask that has: Student has 5-6 of the required personality traits depicted visually.</td>
<td>Students will present a mask that has: Student has less than 5 of the required personality traits depicted visually.</td>
<td>Students has</td>
</tr>
</tbody>
</table>
### Performance Assessment #7

You have been hired for your dream job at a marketing firm. Your new employers want to ensure that you are going to work well with your new team members, so they ask you to take the Myers-Briggs Personality Indicator. After you take the indicator, they’d like for you to evaluate your results to see how compatible you would be with your new colleagues.

### Topics in PA #7
Personality approaches and theories; Assessment tools used in personality.

### Social Studies Process Skills Addressed in PA #7
1. The student will understand that it is important to evaluate and critique varied sources of information.
2. The student will understand that it is important to create and test generalizations and theses.
3. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
4. The student will understand that it is important to solve individual and group problems.

### Psychology Competencies addressed in PA #7
1. Students will express that attitudes and behaviors are shaped by many factors.
2. Students will analyze how humans make decisions and solve problems.
3. Students will support that there is no easy way to distinguish

<table>
<thead>
<tr>
<th>visuals that have a strong, clear relevance to the Big Five Personality Indicators.</th>
<th>visuals that have a clear relevance to the Big Five Personality Indicators.</th>
<th>visuals that are somewhat relevant to the Big Five Personality Indicators.</th>
<th>chosen visuals that have little to no relevance to the Big Five Personality Indicators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student mask is presented in a highly creative fashion using color, pictures and symbols.</td>
<td>Student mask is presented in a creative fashion using color, pictures and symbols.</td>
<td>Student mask is presented in a fairly creative fashion using color, pictures or symbols.</td>
<td>Student mask is presented in a standard fashion using little to no color, pictures or symbols.</td>
</tr>
<tr>
<td>Student demonstrates exemplary skills in communicating creatively through the arts, music, and other forms of artistic and creative expression. Additionally, student excels in application of and connections among concepts through several artistic genres.</td>
<td>Student consistently demonstrates effective skills to communicate creatively through the arts, such as music, dance, theater, and other forms of artistic expression. Additionally, student is able to apply concepts through a variety of artistic means.</td>
<td>Student inadequately demonstrates effective skills to communicate creatively through the arts, such as music, dance, theater, and other forms.</td>
<td>Student does not demonstrate effective skills to communicate creatively through the arts or other forms of artistic expression.</td>
</tr>
</tbody>
</table>
School-Wide Competencies addressed in PA #7

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.
3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

### PA #7 Rubric

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will present a paper that has:</td>
<td>Students will present a paper that has:</td>
<td>Students will present a paper that has:</td>
<td>Students will present a paper that has:</td>
</tr>
<tr>
<td>In the introduction of the paper, the student thoroughly and comprehensively explains what the MBTI is used for, what the students traits are and whether or not they agree with their assessment.</td>
<td>In the introduction of the paper, the student consistently explains what the MBTI is used for, what the students traits are and whether or not they agree with their assessment.</td>
<td>In the introduction of the paper, the student inadequately explains what the MBTI is used for, what the students traits are and whether or not they agree with their assessment.</td>
<td>In the introduction of the paper, the student shows little explanation of what the MBTI is used for, what the students traits are and whether or not they agree with their assessment.</td>
</tr>
<tr>
<td>For each component, the students writing is focused, well developed and relevant anecdotes and details enrich the central theme.</td>
<td>For each component, the students writing is focused, well developed and enhanced by details.</td>
<td>For each component, the students writing may be focused, but development is still basic or general, and necessary details may be lacking.</td>
<td>For each component, the students paper has no clear sense of purpose or central theme. Details are sketchy or missing.</td>
</tr>
<tr>
<td>For each component, the student has thoroughly and comprehensively addressed the following issues: what the component measures, why you believe you are or are not this personality type, what contributing factors make you more one type than the other, whether or not you have been like this since childhood and whether or not you think your traits will ever change.</td>
<td>For each component, the student has consistently addressed the following issues: what the component measures, why you believe you are or are not this personality type, what contributing factors make you more one type than the other, whether or not you have been like this since childhood and whether or not you</td>
<td>For each component, the student has inadequately addressed the following issues: what the component measures, why you believe you are or are not this personality type, what contributing factors make you more one type than the other, whether</td>
<td>For each component, the student has shown little evidence addressing the following issues: what the component measures, why you believe you are or are not this personality type, what contributing factors make you more one type than the other, whether</td>
</tr>
</tbody>
</table>
In the conclusion of the paper, the student thoroughly and comprehensively analyzes whether or not the student learned anything new about themselves and whether or not they think their personality will ever change.

Student consistently demonstrates exemplary writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas. Additionally student is able to analyze, evaluate, present evidence and establish a mature style.

Think your traits will ever change.

In the conclusion of the paper, the student consistently analyzes whether or not the student learned anything new about themselves and whether or not they think their personality will ever change.

Student consistently demonstrates effective writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas. Additionally student is able to analyze, evaluate and present evidence.

Or not you have been like this since childhood and whether or not you think your traits will ever change.

In the conclusion of the paper, the student inadequately analyzes whether or not the student learned anything new about themselves and whether or not they think their personality will ever change.

Student inadequately demonstrates effective writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas.

Or not you have been like this since childhood and whether or not you think your traits will ever change.

In the conclusion of the paper, the student showcases little analysis of whether or not the student learned anything new about themselves and whether or not they think their personality will ever change.

Student does not demonstrate effective writing skills in mechanics/usage, spelling, thesis/organization, and restatement of ideas.

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**Major Concept #5**

**Psychological Disorders**

**Topics:**

- Characteristics, symptoms and origins of abnormal behavior
- The role of heredity as it influences risk for abnormal behavior
- Major categories of abnormal behavior
- Impact of mental disorders
- Evolution of treatment of mental disorders

**Competencies:**

4. Students will explain that society’s treatment of psychological issues has changed over time.
5. Students will support that there is no easy way to distinguish between normal and abnormal.

Knowledge/Skills:
1. Distinguish the common characteristics of abnormal behavior (VA-1.1)
2. Cite examples of abnormal behavior (VA-1.2)
3. Relate judgments of abnormality to contexts in which those judgments occur (VA-1.3)
4. Discuss major categories of abnormal behavior (VA-3.1)
5. Explore the challenges associated with accurate diagnosis (VA-3.2)
6. Consider factors that influence vulnerability to abnormal behavior (VA-4.1)
7. Discuss the stigma associated with abnormal behavior (VA-4.2)
8. Speculate about means for promoting greater understanding of abnormal behavior (VA-4.3)

Process Skills:
1. The student will understand that it is important to differentiate past and present and recognize changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to solve individual and group problems.

<table>
<thead>
<tr>
<th>Performance Assessment #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are training new medical paraprofessionals at the local mental hospital. You are to create a PowerPoint Presentation on one of the following disorders and give that presentation to the group:</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>Panic Disorder</td>
</tr>
<tr>
<td>Phobic Disorder</td>
</tr>
<tr>
<td>Obsessive-Compulsive Disorder</td>
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<tr>
<td>Hypochondrias</td>
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<tr>
<td>Amnesia</td>
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<tr>
<td>Dissociative Identity Disorder</td>
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<tr>
<td>Dysthymic Disorder</td>
</tr>
<tr>
<td>Seasonal Affective Disorder</td>
</tr>
<tr>
<td>Post-Partum Depression</td>
</tr>
<tr>
<td>Topics in PA #8</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>
| Social Studies Process Skills Addressed in PA #8 | 1. The student will understand that it is important to differentiate past and present and recognize changes over time.  
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.  
3. The student will understand that it is important to evaluate and critique varied sources of information.  
6. The student will understand that it is important to solve individual and group problems. |
| Psychology Competencies addressed in PA #8 | 4. Students will explain that society’s treatment of psychological issues has changed over time.  
5. Students will support that there is no easy way to distinguish between normal and abnormal. |
| School-Wide Competencies addressed in PA #8 | 2. Demonstrate the skills required for the appropriate use of technology. |

<table>
<thead>
<tr>
<th>PA #8 Rubric</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will produce a presentation that:</strong></td>
<td>The student will produce a presentation that:</td>
<td>The student will produce a presentation that:</td>
<td>The student will produce a presentation that:</td>
<td>The student will produce a presentation that:</td>
</tr>
<tr>
<td>Student produces a well developed and articulated focus statement.</td>
<td>Student produces a well articulated opening and a closing statement.</td>
<td>Student produces an opening and closing statement.</td>
<td>Student produces little organization.</td>
<td></td>
</tr>
<tr>
<td>Student exhibits extensive research and critical analysis.</td>
<td>Student exhibits research and critical analysis.</td>
<td>Student exhibits data collection.</td>
<td>Student exhibits little data.</td>
<td></td>
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<tr>
<td>----------------------------------------------------------</td>
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<tr>
<td>Student critically evaluates relevant information on the disorder.</td>
<td>Student evaluates relevant information on the disorder.</td>
<td>Student evaluates information related to the disorder.</td>
<td>Student evaluates limited information related to the disorder.</td>
<td></td>
</tr>
<tr>
<td>Student consistently demonstrates ability to thoroughly utilize a variety of technologies in an effective and efficient manner. Student does adhere to the school district's acceptable use policy.</td>
<td>Student consistently demonstrates the use of technology to effectively enhance content area knowledge and skills. Student does adhere to the school district's acceptable use policy.</td>
<td>Student demonstrates minimal use of technology to enhance content area knowledge and skills. Student does adhere to the school district's acceptable use policy.</td>
<td>Student does not demonstrate the ability to utilize technology.</td>
<td></td>
</tr>
<tr>
<td>Student consistently demonstrates exemplary speaking skills supported by eye contact, language use, and organization of ideas. Additionally student exhibits poise and confidence and is able to effectively advocate a position.</td>
<td>Student consistently demonstrates effective speaking skills supported by eye contact, language use, and organization of ideas. Additionally student exhibits poise and confidence.</td>
<td>Student adequately demonstrates effective speaking skills supported by eye contact, language use, and organization of ideas.</td>
<td>Student does not demonstrate effective speaking skills supported by eye contact, language use, and organization of ideas.</td>
<td></td>
</tr>
</tbody>
</table>