



Curriculum Map
ABNORMAL PSYCHOLOGY
ELECTIVE
Saugus High School
Saugus, MA 01906

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. AUTONOMOUS LEARNING SKILLS

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. CRITICAL THINKING

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. EFFECTIVE WRITING SKILLS

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. PROBLEM SOLVING SKILLS

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. PERSONAL AND SOCIAL RESPONSIBILITY

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER ABNORMAL PSYCHOLOGY ELECTIVE (162)

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
1. Discuss the evolution of psychology into modern (pseudo) scientific discipline. 2. Define terms relating to psychology.		Explain Freud's theories of personality, consciousness, and psychosexual development.	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 1 (F) p. 7-15 Chapter 1 (U) p. 2-18 Key Terms Handout: Nature vs. (VIA) Nurture "Never Hit a Child" Lecture: Darwin and the Scientific Method. Reading, discussion		Chapter 1 (U) p.12,13 Chapter 8 (U) p. 206-208 Chapter 11 (U) p. 270-275 Handout: Freud and His Theories Lecture: Cultural Context of Science, including Psychology Reading, discussion Prepare for quiz	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students will learn about the application of the scientific method to the study of the human mind and behavior	Is psychology a science?	-Students will learn and be able to describe some of Freud's theories.	If psychology is a science, when did it become one?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video DVD	Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video DVD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework/Classwork		1. Write an essay on Freud's theories. 2. Homework/Classwork 3. Quiz	
	Completed by:		Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 3		Week 4	
Performance Standards		Performance Standards	
1. Review sexual disorders and gender identify disorder. 2. Examine gay and lesbian marriage and the historical changes in social attitudes about homosexuality. <u>USL7 Documents to Read: the U.S. Constitution</u> <u>U.S.8 Documents to Read: the Bill of Rights</u>		Analyze the hidden costs of inadequate treatment and services for the mentally ill.	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 11 (F) p. 309-340 Chapter 18 (U) p. 456-483 Essay: "Is Racism a Form of Mental Illness?" Legal Terms Rights under the U.S. Constitution Film: CRASH		Cont. of Chap.11, 18 Lecture: APA attitudes and Definitions of Sexual Identity Debate: Societal rights and obligations Reading, discussion	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students can identify some of the factors that determine sexual identity. -Students will describe the history of legislation and social attitudes.	What is the nature of sexual identify?	-Students will become familiar with how our medical system works in the United States. -Students will compare the medical system in the United States with that of other countries.	How do we, as a society, deal with mental illness?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video DVD	Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video DVD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Prepare an opinion paper on the constitutionality of gay/lesbian marriage. 2. Homework/Classwork 3. Newspaper articles 4. Film Critique	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Prepare an essay on the idea of "hidden costs" relating to mental illness. 2. Homework/Classwork	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 5		Week 6	
<p align="center">Performance Standards</p> <p>1. Understand classical and operant conditioning. 2. Discuss different stimuli and responses, various schedules of reinforcement.</p>		<p align="center">Performance Standards:</p> <p>1. Identify components and functions of the nervous system. 2. Define terms relating to the nervous system.</p>	
<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 2 (F) p. 31-63 Chapter 2 (U) p. 20-50</p> <p>Table 2-1 Defense Mechanisms To the Rescue Biography: Pavlov, Skinner Case Study Reading, discussion Prepare for quiz</p>		<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 4 (U) p. 78-90</p> <p>Lecture: Learning and Conditioning Little Albert Worksheet on nervous system Reading, discussion Chapter review</p>	
<p align="center">Objectives (Students will...)</p> <p>-Students will describe the Theories of Skinner and Pavlov</p>	<p align="center">Essential Question</p> <p>What is classical and operant conditioning?</p> <p>How are they used in society?</p>	<p align="center">Objectives (Students will...)</p> <p>-Students will identify functions of various systems in the body (nervous system, limbic system, etc.)</p>	<p align="center">Essential Question</p> <p>How does the way our bodies work affect our mental well-being?</p>
<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Softwa</p>	<p align="center">Media Resources</p> <p>Video</p>	<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media/Technology</p> <p>Overhead Video DVD</p>
<p align="center">Evaluation/Activities</p> <p>1. Case Study 2. Homework/Classwork 3. Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>1. Homework/Classwork 2. Vocabulary quiz 3. Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p>1. Identify parts and functions of the endocrine and limbic systems. 2. Define terms relating to the endocrine and limbic systems.</p>		<p align="center">Performance Standards</p> <p>Examine several psychiatric/behavior disorders.</p>	
<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 4 (U) p. 93-101</p> <p>Lecture: Endocrine and Limbic Systems Worksheet on systems Write an essay correctly identifying parts and functions of systems Reading, discussion Chapter review</p>		<p align="center">Unit/Topic/Lesson UNIT</p> <p>Chapter 4 – 15 (F) Chapter 15 (U) p. 362-386</p> <p>Vocabulary Reading, discussion Resources: A Closer Look, The Current Scene Research</p>	
<p align="center">Objectives (Students will...)</p> <p>-Students will describe functions of various systems in the body (nervous system, limbic system, etc.)</p>	<p align="center">Essential Question</p> <p>How does the way our bodies work affect our mental well-being?</p>	<p align="center">Objectives (Students will...)</p> <p>-Students will examine several psychiatric disorders.</p>	<p align="center">Essential Question</p> <p>What is mental illness/abnormal behavior ?</p>

<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video DVD</p>	<p align="center">Teacher Resources</p> <p>Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Computer Research</p>
<p align="center">Evaluation/Activities</p> <p>1. Homework/Classwork 2. Vocabulary quiz 3. Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>1. Homework/Classwork 2. Research</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
Performance Standards		Performance Standards	
Explain treatments for psychiatric/behavior disorders, including therapy and pharmaceuticals.		Familiarize students with the standard references, the DSM IV T-R and its use	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 3 (F) 67-88 Chapter 16 (U) p. 392-415 Vocabulary Reading, discussion Resources: Stepping Back, Abnormality and the Arts Research Review		On Line Research Vocabulary	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students will begin to learn about the treatment of psychiatric disorders.	What is mental illness/abnormal behavior?	-Students will become familiar with DSM-IV	What is the DSM-IV?
Teacher Resources	Media Resource	Teacher Resources	Media Resources
Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video DVD Computer Research	Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video DVD Computer Research
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Homework/Classwork 2. Research 3. Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Homework/Classwork 2. Research 3. Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Understand disorder and phobias—causes, symptoms, treatments and prognoses		Continue with disorders and phobias	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 4 (F) Chapter 15 (U) Key Terms Lecture: Phobic Disorders, OCD, PTSD, Panic Disorder Handouts		Chapter 4 (F) Chapter 15 (U) Continue Case Study Reprints from Scholarly Journals	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students will identify symptoms, causes, and treatments of anxiety disorder, OCD, panic disorder, PTSD, etc.	What are anxiety-based disorders and what are their characteristics?	Students will identify in greater detail the symptoms, causes, and treatments of anxiety disorder, OCD, panic disorder, PTSD, etc.	What are anxiety-based disorders and what are their characteristics?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Film DVD	Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Film DVD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Homework/Classwork 2. Quiz 3. Test 4. Research	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Homework/Classwork 2. Quiz 3. Test 4. Research	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 13		Week 14	
Performance Standards		Performance Standards	
Understand clinical assessment and diagnosis treatments		Explain somatoform disorders, causes, symptoms, treatments, and prognoses	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 3 (F) Chapter 16, 18 (U) Key Terms Reprints from Scholarly Journals		Chapter 15 (U) Key Terms Handouts Case Study Reprints from Scholarly Journals	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students will identify and learn the symptoms, causes, and treatments of hypochondriasis, conversion disorders, etc.	What are some somatoform disorders, and how do they manifest themselves?	-Students will identify and learn in greater detail the symptoms, causes, and treatments of hypochondriasis, conversion disorders, etc.	What are some somatoform disorders, and how do they manifest themselves?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
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Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Homework/Classwork 2. Quiz 3. Test 4. Research	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	1. Homework/Classwork 2. Quiz 3. Test 4. Research	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 15		Week 16	
Performance Standards		Performance Standards	
Examine mind disorders, including major depressive disorder, bipolar disorder suicide and depression.		Define dissociative disorders, DVD, amnesia etc.	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 15 (U) Chapter 16 (F) Key Terms Film		Chapter 15 (U) Key Terms Handouts Discussion Lecture	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students will identify and learn the symptoms, causes, and treatments of MPD (DID), psychogenic fugue, psychogenic amnesia.	What are dissociative disorders?	-Students will identify and learn symptoms, treatments, causes of mood disorders and schizophrenia (various types).	What are mood disorders and schizophrenia?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
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Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Research Presentation	Completed by:	1. Homework/Classwork 2. Quiz 3. Test 4. Research Presentation	Completed by:
	Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster		Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 17		Week 18	
Performance Standards		Performance Standards	
Examine schizophrenia-- various forms, paranoid catatonic, etc		Discuss drugs/alcohol abuse, environmental issues.	
Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
Chapter 15 (U)		Chapter 15 (U) Chapter 10 (F)	
Key Terms Handouts Case Studies Film		Key Terms Test	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Students will identify and learn in greater detail symptoms, treatments, causes of mood disorders and schizophrenia (various types).	What are the characteristics of mood disorders and schizophrenia?	-Students will learn about the causes and effects of drug use and abuse.	Are drugs good or bad? When are people most likely to use them? What have you learned in Abnormal Psychology?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Film DVD	Understanding Psychology, Kasschau (Glencoe) Fundamentals of Ab. Psy. Comer, 3rd Ed SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Film DVD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
1. Homework/Classwork 2. Quiz 3. Test 4. Research Presentation	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	1. Homework/Classwork 2. Quiz 3. Test 4. Research Presentation	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i> REVIEW FOR FINAL EXAM		<i>Performance Standards</i> EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW TEXTBOOK CHAPTERS AND SUPPLEMENTALS		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester Course -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities STANDARDIZED FINAL EXAM FOR ABNORMAL PSYCHOLOGY (162)	Completion date: Completed by: Comments	Evaluation STANDARDIZED FINAL EXAM FOR ABNORMAL PSYCHOLOGY (162)	Completion date: Completed by: Comments