

Inquiry Design Model (IDM) Blueprint™

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| Compelling Question | How should society deal with psychological abnormality? | |
| Standards and Practices | <p>D2.Psy.2.9-12. Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.</p> <p>D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.</p> <p>D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.</p> <p>D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</p> <p>D2.Psy.11.9-12. Identify the role psychology can play in helping us understand differences in individual cognitive and physical abilities.</p> | |
| Staging the Question | Before this inquiry, students will be asked to reflect on what they know about abnormal psychology and define "abnormal." The teacher will instruct students on varying definitions of abnormality and explain what the DSM is and how it is used to classify psychological disorders. | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| What makes someone abnormal? | What challenges face someone with a psychological abnormality? | What treatments are available and should be available? |
| Formative Performance Task | Formative Performance Task | Formative Performance Task |
| Each student will research a psychological disorder, to understand the causes and behavioral effects. | Students will watch a film about a person with a psychological disorder and pose questions for a Socratic discussion after the film. | Each student will research the treatments and misperceptions of a psychological disorder, to understand the causes and behavioral effects. |
| Featured Sources | Featured Sources | Featured Sources |
| Students will use selected sources from Psychology Today, the Mayo Clinic, and the APA. | Featured sources could include, but are not limited to "Rainman" or "Silver Linings Playbook." Both films are rated R. To supplement this unit, students could read from our course text, "The Brain that Changes Itself." | Students can use any reliable online source they find in an internet search. Reliable will be determined by the student with guidance from the teacher. |
| Summative Performance Task | Argument | Students will craft an argument about what should be available to support people struggling with this disorder. They will present this information in the form of a PSA. |
| | Extension | Students could share these PSA's with the class or school and solicit feedback on the |

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| | | economic and political challenges with implementing these changes. |
| Taking Informed Action | | Students will produce a PSA about their disorder and attempt to correct how that disorder is perceived. |