

HMH SOCIAL STUDIES

An overhead, high-angle photograph of a young woman with curly hair, wearing a white polo shirt and a tan pleated skirt, holding a white notebook. She is looking directly at the camera with a slight smile. She is surrounded by other students in a school hallway, but they are blurred, suggesting motion. The floor is made of light-colored square tiles.

PSYCHOLOGY

PROGRAM **OVERVIEW**



UNCOVER THE **CONNECTIONS**

HMH Social Studies Psychology asks students to uncover the connections and inspires them to look beneath the surface—to identify relationships, note influences, and introduce ideas that challenge assumptions.

The next generation of social studies offers flexible programs that foster students' curiosity and cultivate their analytical skills to succeed in college, career, and civic life.

HMH Social Studies

HMH Social Studies Psychology takes into account current psychological theory and current statistics and gives teachers and students the tools they need to understand themselves and the world around them. With a variety of case studies, group projects, and opportunities for in-depth study, **HMH Social Studies Psychology** is the most accessible high school program on the market and the best choice for students.



Connecting Your Students to the Story

It's all about content with context. Your students learn best when high-quality narrative is blended with media, audio, and visuals for an immersive experience. **HMH Social Studies Psychology** provides relevant content to encourage the “Aha!” moments in your classroom.



As artist Louis Wain (center) sank into schizophrenia, his painting style changed.



An Artist's Troubled Mind

PSYCHOLOGY CLOSE UP

What can paintings of cats reveal about a human mind? In the late 1800s, Londoners were entranced with Louis

Wain's humorous paintings of pets dressed as people and mimicking human activities. Wain specialized in cats—cats drinking tea, cats attending the opera, cats playing cards, cats doing all kinds of funny things. Later, Wain painted cats on their own, just being cats. Gradually, Wain's cat portraits became more odd, with wild eyes and spiky fur. At the same time, Wain was sinking into schizophrenia, a mental disorder marked by a separation from reality. Wain's increasing illness is reflected in the growing strangeness of his art. Eventually, his cats became just the starting point for frantic abstract designs. Louis Wain spent his last years in an asylum for the mentally ill, painting the asylum's flowers and cats. ■

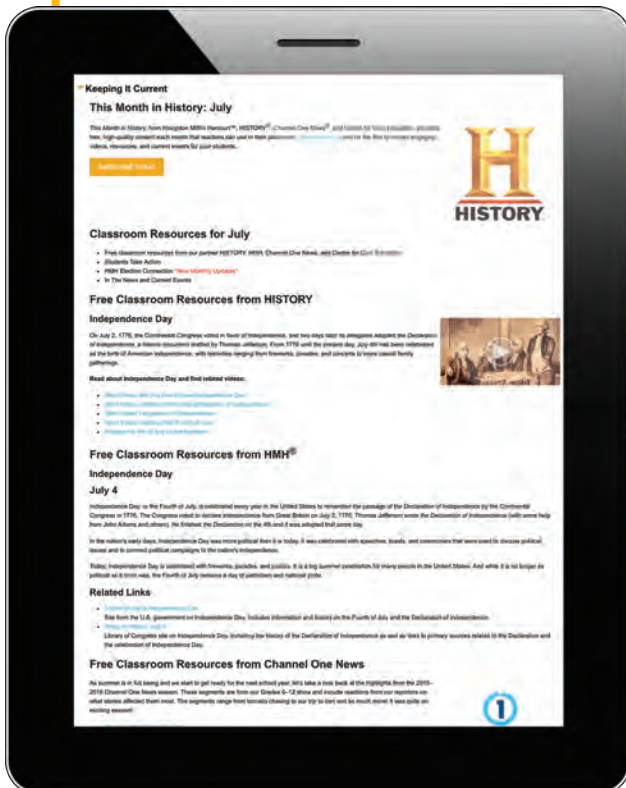


Psychology Close Up begins each section and provides an anecdote or mini-case study about a particular person or phenomenon in a lively, engaging manner.

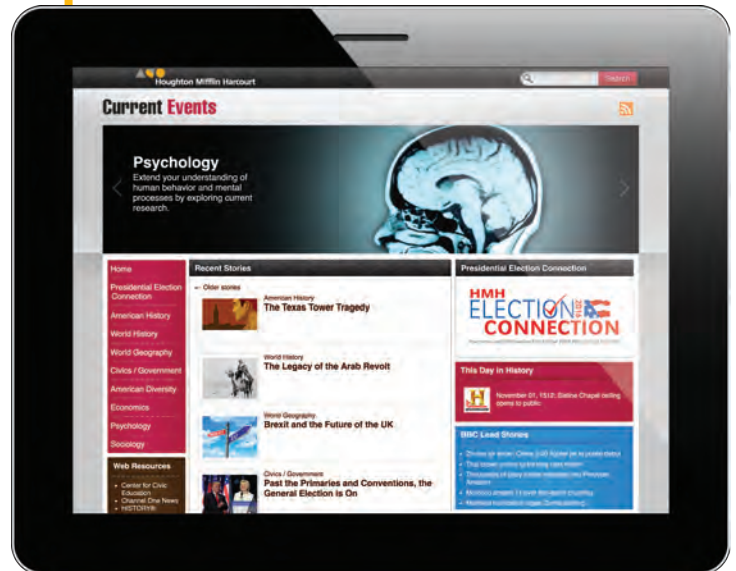
Channel One News® puts real-world events in context to inform today's digital-savvy citizens.



Keeping it Current provides free high-quality content each month that teachers can use in the classroom.



HMH Current Events provides trustworthy articles on today's news to connect the classroom to current events.



CURRENT RESEARCH IN PSYCHOLOGY

Post-Traumatic Stress Disorder and Iraq and Afghanistan War Veterans

Few of us will ever experience the horrors of war directly—the physical agony, the fear, the grief of seeing friends killed, the moral dilemmas that soldiers face. For those who survive these ordeals, the trauma of combat may not be left behind on the battlefield. Instead, some veterans experience vivid flashbacks and nightmares that replay the wartime shocks over and over. Many of these vets are diagnosed with post-traumatic stress disorder (PTSD).

A high incidence of PTSD has been reported among soldiers returning from the war in Iraq and Afghanistan. Added to the usual stress of combat are various factors that have increased the disorder's appearance. Some of those factors are the difficulty of distinguishing between enemies and allies and the threat of unseen improvised explosive devices (IEDs). In addition, many of the veterans are members of the National Guard and military reserves. Being called into combat has already disrupted their previously civilian lives, and the extra stress of PTSD adds dramatically to their troubles.

Researchers are attempting to understand the reasons and implications of what some observers call a

PTSD epidemic. One study focused on more than 100,000 veterans who sought medical care at U.S. Department of Veterans Affairs (VA) facilities. About one fourth were diagnosed with a mental disorder. The study found that younger vets, from 18 to 24 years old, are more likely to be diagnosed with PTSD than older veterans (Giel et al., 2007).

The connection between increased PTSD risk and combat-related head injuries was the subject of another study. Of particular concern were the soldiers who had lost consciousness during the injury episode. They were especially prone to post-traumatic stress. The study's authors found that many symptoms previously ascribed to brain injury,

including memory loss, irritability, and insomnia, are actually the result of PTSD—a welcome conclusion, because PTSD is more treatable than brain injury (Hoge et al., 2008).

Other researchers have examined the overwhelming impact of so many PTSD cases on the armed forces' mental health facilities. More than 200,000 service members and women have returned from Iraq and Afghanistan. A survey indicates that about 20 percent of those involved in combat suffer from severe mental disorders (Tanielian and Jaycox, 2008). Currently, they can receive up to five years of free health care from the VA for any mental disorder related to combat. Since PTSD often shows up long after the end of the trauma, increased mental healthcare for veterans will be necessary for many years to come.

Thinking Critically

1. Draw Conclusions Why do you think younger veterans are more likely to be diagnosed with PTSD?
2. Discuss Given the current research on PTSD, what steps do you think the U.S. Department of Veterans Affairs should take to deal with the effects of PTSD in returning soldiers?



Some veterans hesitate to seek help for PTSD, thinking that having the disorder means they are weak. PTSD is treatable, especially through early intervention.

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In Iraq and Afghanistan, dangers could not be hidden any doorway. Such circumstances have added to soldiers' stress.

Current Research in Psychology reviews the cutting-edge psychological research being conducted today and the application of that research to daily life.

Perspectives compares different views on aspects of psychology.

Perspectives on Anxiety Disorders

Psychoanalytic View Anxiety represents the "leakage" of forbidden aggressive or sexual ideas or urges that were repressed during childhood.

Learning View Phobias are conditioned, or learned in childhood, either through direct experience or observation. People avoid threatening situations to reduce anxiety.

Biological View Anxiety disorders tend to run in families, suggesting a role for genetic factors. Anxiety disorders may be the exaggerated remains of adaptive fears.

Cognitive View People exaggerate threats and believe they are helpless to deal with them.

CAREERS IN PSYCHOLOGY

Social Psychologist

How do individuals behave in social and group situations? Do boys and girls play differently, and if so, why? Do people's styles of interacting change in the workplace?

These are questions for social psychologists, who study the effects of group membership on the behavior of individuals. Their primary focus is, generally, how behavior in social situations affects individuals. However, social psychologists usually tend to focus on external influences and environments. For example, they focus on such issues as attitudes, influence, social cognition, and interaction.

Social psychologists are often confused with social workers. Both focus on social behavior. Social workers, however, are more involved with individuals. Their work is more practical and less research-oriented than the work of the social psychologist. There is also an overlap with the field of anthropology. Anthropologists also study social behavior, but they are more concerned with the social customs, rituals, and interactions of various groups of people. Finally, social psychology is also closely related to sociology. There is, however, a distinct difference between the two. Social psychologists focus on the effects of group membership on the behavior of an individual person. Sociologists, on the other hand, are more concerned with the group as a whole—its structure and characteristics.



Social psychologists may study how membership in the crowd of general fans affects the individual fan.

Some issues that social psychologists explore may involve gender studies, conformity, or peer pressure. They may study more specific issues, as well—such as the effects of prejudice on self-esteem. Many social psychologists prefer to conduct their research in naturalistic settings. Although they have less control over the variables than they would in a lab, the results are based on real-life factors. Other social psychologists work and study in research facilities, government agencies, universities, or industry.

Preparations for the profession can vary. Social psychologists often first obtain a bachelor's degree in psychology, anthropology, or sociology. A doctoral degree offers maximum career flexibility.

The options in the field are vast and rewarding. People who enjoy observing others are most likely to be happy in this stimulating field of psychology.

Applying APA Style

Social psychologists publish articles in professional journals. Their work may also appear in other publications. So that their writing is clear, social psychologists follow the style guidelines for punctuation approved by the American Psychological Association (APA).

Punctuation establishes the pace of a sentence. Punctuation also helps prevent misreading of a sentence. For example, the colon is often misused. The APA guidelines

state that a colon can be used between an introductory clause that is a complete sentence and the phrase or clause that expands or explains it. An example is "We have only one goal: passing his drivers' test."

If the clause following the colon is a complete sentence, it should begin with a capital letter. So, "They agreed on one point: Everyone brings a snack" is correct.

Through Think Central you can find more on correct punctuation from the

APA style guidelines. So in the area to review the APA guidelines. Then write several examples of correct punctuation. An example is provided for you.

Punctuation	Correct Usage
comma	The team consisted of Mark, John, and Jane.
semicolon	
dash	

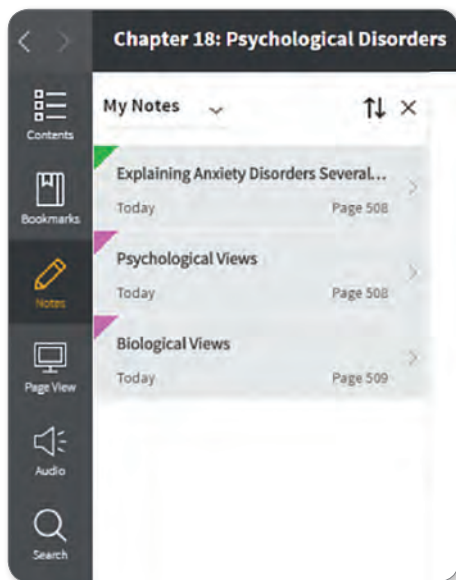
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Careers in Psychology encourages students to explore career possibilities in different fields of psychology.

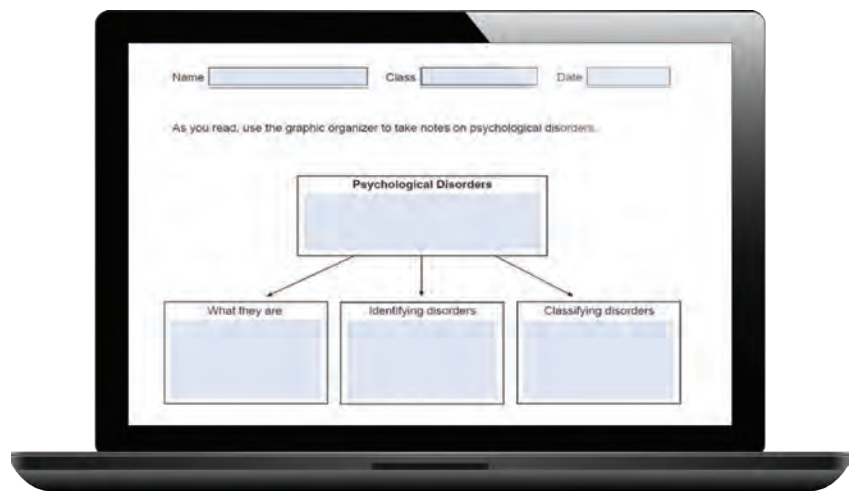
Supporting **Learners** the Way You Want

HMH Social Studies Psychology presents material and activities in a variety of ways to allow students and teachers to choose the path that works best for them.

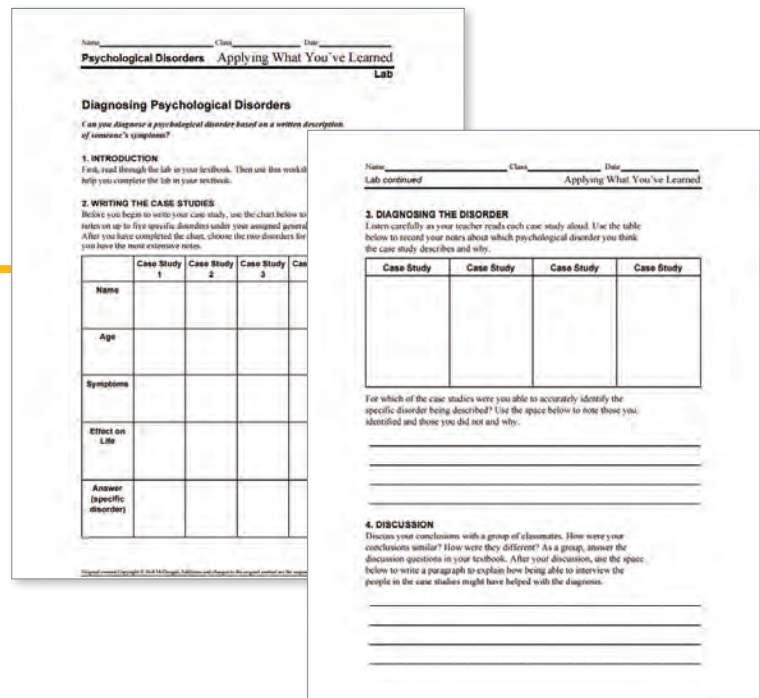
Notes gives students the opportunity to take notes while reading the text. They can easily access them and review them later to ensure comprehension.



Interactive Lesson Graphic Organizers helps students process, summarize, and track their learning.



Reading and Activity Workbook is the companion student consumable workbook. It includes Vocabulary Activities, Guided Reading Activities, and Simulation Support.



Statistically Speaking...

Psychological Disorders in the United States
Drug and alcohol addiction, depression, and anxiety disorders are the most common psychological disorders.

25.3% Percentage of American adults who suffer from a **diagnosable mental disorder** in a given year

5.9% Percentage of Americans who suffer from a **serious psychological disorder**

60% Percentage of adults with mental illness who do not seek treatment

7.2 days Average hospital stay for patients with psychological disorders in the United States

90% Percentage of people that kill themselves who suffer from a **diagnosable psychological disorder**

Skills Focus **INTERPRETING DATA** What is one possible result of not diagnosing and treating a serious mental disorder?

Source: National Alliance on Mental Illness, 2013

Statistically Speaking...

Sleep Problems The bar graph shows the amount of sleep recommended for specific age groups by sleep experts. Listed below the bar graph are the percentages of people with specific sleep problems.

73% Percentage of Americans who do not get enough sleep

10-50% Percentage of children who have **nightmares**

17% Percentage of children who have **sleepwalking episodes**

Skills Focus **INTERPRETING DATA** Why do you think such large segments of the population do not get enough sleep?

Source: American Academy of Sleep Medicine, 2015

Statistically Speaking presents data in an engaging manner for students to analyze and discuss in class and extend online.

The **Teacher's Edition** supports you as you plan and deliver instruction for different types of activities and for students at different ability levels.

What Are Psychological Disorders?

Psychological disorders are mental illnesses that affect a person's thoughts, feelings, and behaviors. They are often caused by a combination of genetic, environmental, and psychological factors.

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Direct Teach

Reading Focus

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Skills Focus **INTERPRETING DATA** What is one possible result of not diagnosing and treating a serious mental disorder?

Source: National Alliance on Mental Illness, 2013

Direct Teach

Reading Focus

Types of Anxiety Disorders
Anxiety disorders are a group of mental illnesses that cause a person to feel a sense of fear, nervousness, or worry. They can be caused by a variety of factors, including genetics, environment, and psychology.

Skills Focus **INTERPRETING DATA** What is one possible result of not diagnosing and treating a serious mental disorder?

Source: National Alliance on Mental Illness, 2013

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Differentiating Instruction

Standard English Mastery **Below Level**

Struggling Readers

- Instruct students to take notes as they study this section. Tell students to write in their notebooks any words or concepts in the text that they have difficulty understanding.
- After students have finished reading the section, organize the class into mixed-ability pairs. Tell students to discuss with their partners the meaning of the words and concepts on their list. Allow students to use dictionaries for this activity.
- Have students write a paragraph describing at least one important term or concept they learned from working with their partners.
 - Interpersonal**
 - Alternative Assessment Handbook:** Rubric 1, Acquiring Information

Differentiating Instruction

English-Language Learners

- Tell students to review the discussion of the word *phobia* on this page.
- Have students scan this section and identify three words (aside from *phobia*) that have different linguistic origins from each other (for example, Greek, Latin, French). Students will need to use a dictionary for this activity.
- Instruct students to continue using their dictionaries to look up the root of each of the words they identified.
- Tell students to find another word that derives from each of the three roots they identified. Instruct students to write a sentence for each of these words.
 - Verbal/Linguistic**
 - Alternative Assessment Handbook:** Rubric 1, Acquiring Information

Differentiating Instruction

Research Required **Above Level**

Advanced/Gifted and Talented

- Have students select either post-traumatic stress disorder or acute stress disorder as their topic for this activity.
- Instruct students to consult reliable print or online sources to research specific details about the stress disorder they selected.
- Instruct students to prepare a 3-5 minute video presentation that could be aired on television as a public service announcement about their selected stress disorder.
- Have students show their videos to the class. If video equipment is not available, have students read their public service announcements to the class.
 - Visual/Spatial**
 - Alternative Assessment Handbook:** Rubric 2, Multimedia Presentations
 - Research Activities for Teaching Psychology:** Activity 10, Presentation

Differentiating Instruction

At Level

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Differentiating Instruction

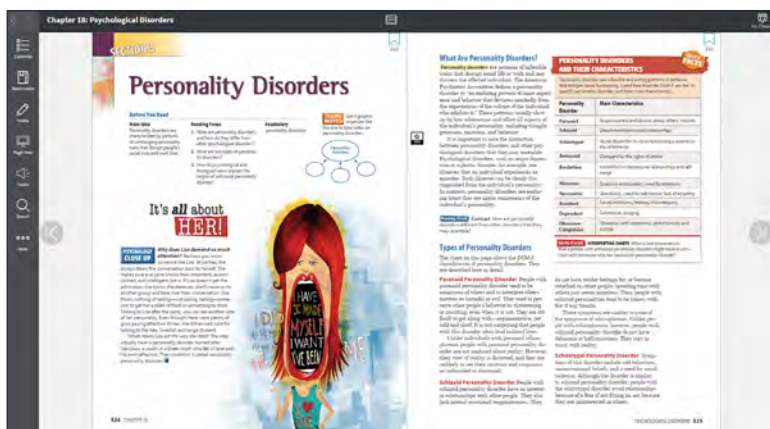
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You'll Love the Flexibility and Customization

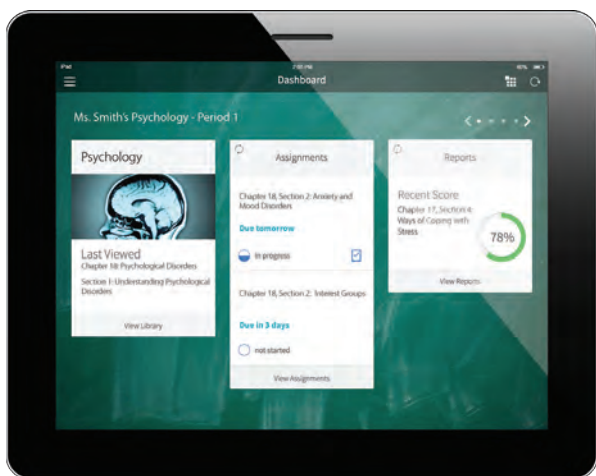
HMH Social Studies Psychology delivers maximum compatibility with options to support various levels of connectivity and devices.



The **Online Student Edition** resides on a responsive learning system, enabling it to function across operating systems and devices.

Features include:

- Full-text audio
- Highlighting and Note-taking
- Access to Reading and Activity Workbook and more



HMH Player® gives students and teachers the flexibility to download individual lesson material, work offline, and re-sync upon reconnecting. You can also create custom lessons and add your own content.



Your **Online Teacher's Edition** is organized into three main sections:

1. Discover—Quickly access content and search program resources.
2. Assignments—Create assignments and track progress of assignments.
3. Data & Reports—Monitor students' daily progress.

The **Support You Need**— When You Need It

Our comprehensive professional learning solutions for leaders, teachers, and families are data- and evidence-driven, mapped to your goals, centered on your students, and delivered by master educators. These tailored, flexible solutions were designed with one goal in mind: to help you more effectively prepare students for college, career, and civic life—known as the C3 Framework for Social Studies State Standards.

Start Strong, Finish Stronger

A Getting Started with **HMH Social Studies Psychology** course will orient you to the program materials and technology, examine the instructional routines, help you support differentiation, and provide effective whole- and small-group instruction.

Need additional support with technology? Our **technical services team** can help you plan, prepare, implement, and optimize your technology so you can get the most out of **HMH Social Studies Psychology** digital tools.

Build Capacity, Ensure Success with In-Classroom Support

You'll get even more personalized support with our **Team and Individual Coaching**. We'll be there to help you plan your lessons and model how to incorporate instructional strategies that help students master C3 concepts.

- ✓ Connect with history and apply it to real life.
- ✓ Deepen investigations by identifying relationships, noting influences, and challenging assumptions.
- ✓ Develop questioning skills, identify bias, and draw conclusions independently.

Proven Results

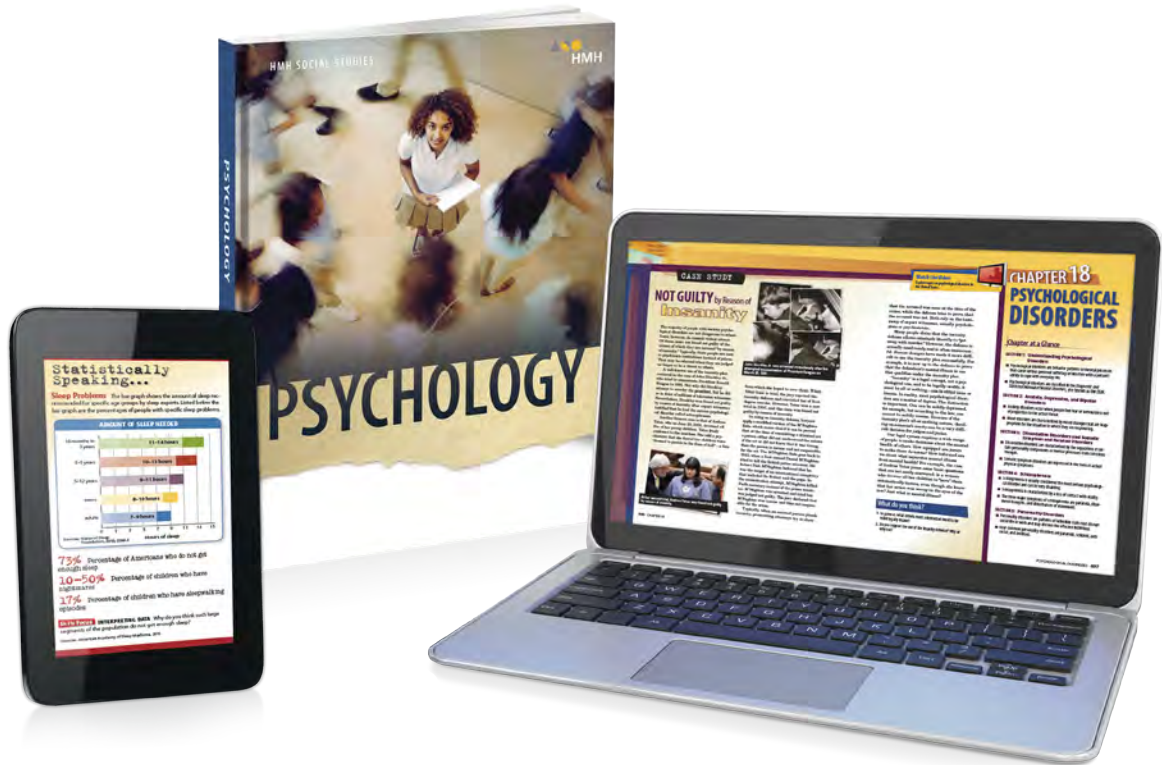


In 2014, 80% of teachers reported that coaching significantly strengthened their classroom instruction.

Based on national survey data collected from teachers who received coaching from HMH® during the 2014–2015 school year

For more information regarding HMH Professional Services, visit hmhco.com/professionalservices

HMH SOCIAL STUDIES



UNCOVER THE **CONNECTIONS**

For more information and to review online materials, visit:
hmhco.com/hmh-social-studies

Connect with us:



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