

# AP Psychology Course Overview

Content Area: **Social Studies**  
Course(s): **AP PSYCHOLOGY**  
Time Period:  
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Status: **Published**

## Cover

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**EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

### **Superintendent of Schools**

Dr. Victor P. Valeski

### **Social Studies**

### **Advanced Placement Psychology**

Course Number: 1077

### **BOARD OF EDUCATION**

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Course Adoption: 12/5/1996

Curriculum Adoption: 9/11/1997

Date of Last Revision Adoption: 9/1/2017

## Course Description

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This course examines AP Psychology is an intensive study of all aspects of the subject found in a Psychology 101 level college course. This course is offered to students who wish to complete an introductory level college course in psychology while still in secondary school. A. P. Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students learn about ongoing research and the most current data in all major subfields within psychology. The course also covers a variety of topics, such as testing methods, social psychology, abnormal psychology, the treatment of psychological disorders and many others. Students are required to enhance their writing skills by responding to many free-response format questions. This course is an elective open to students in grades 11 and 12 and has the prerequisite requirement of maintaining an A- average in both Psychology I and Psychology II or B+ with teacher recommendation.

### SCED:04256

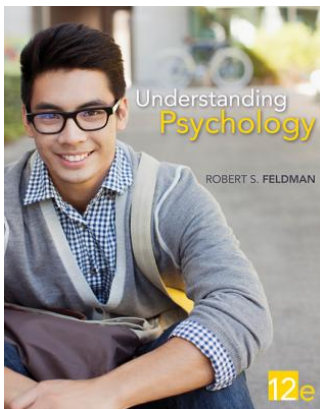
AP Psychology Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

## Class Materials

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### Textbook:

Feldman, Robert S. *Understanding Psychology*, Twelfth Edition. New York: McGraw-Hill, 2015.



## **Supplemental:**

Turkle, S. *Alone Together*. Basic Books, New York, NY. 2011.

## **Units of Study**

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### **Unit 1: INTRODUCTION TO PSYCHOLOGY**

Essential Theme: Psychology is a diversified scientific approach to the understanding of human and animal behavior. Central to this topic is the evolution of the differing branches of psychology, the development of the scientific approach to research in psychology, and the five key issues in psychology.

Essential Questions:

- (1) Why have so many branches of psychology emerged in the past century?
- (2) What are the major historical events that have established psychology as a science?
- (3) Why do the five issues in psychology cause so much controversy?

### **Unit 2: Research Methods**

Essential Theme: Scientific research is the foundation of advances in a psychological study.

Essential Questions:

1. What is the scientific method and how do psychologists use theory and research to answer questions of interest?
2. What are the different research methods employed by psychologists?
3. How do psychologists establish cause/effect relationships in research?
4. What are the major issues that underlie the process of conducting research?
5. What are major issues that underlie the process of conducting research?

### **Unit 3: The Biology Underlying Behavior**

Essential Theme: The biology of the organism affects its behavior: the brain and its building blocks, neurons and neurotransmitters, and the endocrine system are integral to the physical and cognitive functioning of the human.

Essential Questions:

1. Why do psychologists study the brain and the nervous system?
2. In what way are the structures of the nervous system tied together?
3. How do researchers identify the major parts and functioning of the brain?
4. What are the major parts of the brain, and what are behaviors for which each part is responsible?
5. How do the two halves (hemispheres) of the brain operate interdependently?
6. How can an understanding of the brain and the nervous system help us to find ways to alleviate disease and pain?

#### **Unit 4: Sensation and Perception**

Essential Theme: Sensation is the means by which information from the world around us is conveyed to the brain; perception is the means of organizing and giving meaning to that sensory information.

Essential Questions:

1. What is sensation and how do psychologists study it?
2. What are the basic processes that underlie the five senses?
3. What principles underlie our organization of the world and allow us to make sense of our environment?

#### **Unit 5: States of Consciousness**

Essential Theme: Consciousness, a person's awareness of sensations, thoughts, and feelings experienced at a given moment, is affected by a variety of internal and external, environmental variables.

Essential Questions:

1. What are the different states of consciousness?
2. What is the purpose of sleep and happens when we sleep?
3. What are the meaning and function of dreams?
4. What are the major sleep disorders and how are they treated?
5. What is the method of inducing meditative and hypnotic states; what are the uses of the states?
6. What are the major classifications of drugs and what are their effects, and side effects?

#### **Unit 6: Learning**

Essential Theme: Learning is a rather permanent change in behavior that results from experience.

Essential Questions:

1. What is learning?
2. How are stimulus – response associations formed/
3. What is the role of reward and punishment in learning?
4. What is the role of cognition in learning?
5. What are some practical methods and uses for bringing about behavior changes?

## **Unit 7: Memory**

Essential Theme: Memory involves three processes: encoding, storage and retrieval of information. Many variables can disrupt the memory during any of those three processes.

Essential Questions:

1. What is memory?
2. Are there different kinds of memory?
3. What causes difficulties and failures in remembering?
4. What is the biological basis of memory?
5. Why do we forget information?
6. What are the major memory impairments?

## **Unit 8: Cognition and Language**

Essential Theme: Cognitive psychology is focused on the study of processes we typically identify with thinking. Among these processes are: mental representation and language development, concept formation, reasoning, and problem-solving.

Essential Questions:

1. How do we think?
2. What processes underlie reasoning and decision making?
3. How do people approach and solve problems?
4. How does language develop?

## **Unit 9: Intelligence**

Essential Theme: Intelligence is understood as a predictor of the cognitive ability of the individual. Major debate still exists in areas of alternative views of intelligence, influence on intelligence, and distinctions/classification of intelligence.

Essential Questions:

1. How do psychologists conceptualize and define intelligence? 2. What are the major approaches to measuring intelligence?
3. How can the extremes of intelligence be differentiated?
4. How can we help people to maximize their full potential?
5. Are there racial differences in intelligence?
6. To what degree is intelligence influenced by environment and to what degree by heredity?

## **Unit 10: Motivation and Emotion**

Essential Theme: The theories of motivation draw upon basic instincts, drives, levels of arousal, expectations and self-realization. This process is often interfered with, reduced or enhanced by emotions, highly complex experiences that combine physiological arousal, situational conditions, and cognitive understanding..

Essential Questions:

1. How does motivation direct and energize behavior?
2. What are the biological and social factors that underlie hunger?
3. How are need relating to achievement, affiliation, and power motivation exhibited?
4. What are emotions and how do we experience them?
5. What are the functions of emotions?
6. How does nonverbal behavior relate to the expression of emotion?

## **Unit 11: Gender and Human Sexuality**

Essential Theme: Gender differences are primarily the result of social expectation and cultural patterns; human sexual response is unique among animals due to its variation and nature of possible criminal activity.

Essential Questions:

1. What are the major differences between the male and female gender roles? 2. Why, and under what circumstances, do we become sexually aroused? Does this differ by gender?
3. What is “normal” sexual behavior, and who determines normalcy?

4. What is the typical anatomical sexual response?
5. What is the prevalence of nonconsensual sex acts and what propels this behavior?
6. What are the major sexual difficulties people encounter?

## **Unit 12: Development: The Beginnings of Life**

Essential Theme: The fundamental issue for developmental psychology is the interaction between nature and nurture in humans, marked by dramatic physical, perceptual and cognitive, and social changes from earliest weeks through age 12 years.

Essential Questions:

1. How do psychologists study the degree to which development is a joint function of heredity and environmental factors?
2. What do we know about prenatal development?
3. What factors affect the developing child during the mother's pregnancy?
4. What are the major milestones of physical, perceptual, and social development?
5. How can we best describe cognitive development?
6. What can parents do to promote the competence of their children?

## **Unit 13: Development: Adolescence to The End of Life**

Essential Theme: Adolescence is a period of growth, marked by puberty, which continues through mid-teen years, followed by early and middle adulthood, characterized by the establishment of career and family, with the gradual progression towards old age, with the difficult transition of facing death.

Essential Questions:

1. What major physical, social and cognitive transitions characterize adolescence?
2. What major physical, social and cognitive transitions characterize early and middle years?
3. How does the reality of old age differ from the stereotypes about the period?
4. How can we help people to maximize their full potential?
5. How can we adjust to death?

## **Unit 14: Personality**

Essential Theme: Personality is the sum of the characteristics that differentiate individuals and provide the

stability in a person's

behavior across situations and time. These are 5 major approaches to explaining personality and a variety of assessment tools.

Essential Questions:

1. How do psychologists define and use the concept of personality?
2. What is the structure and development of personality according to Freud and his successors?
3. What are the major aspects of trait, learning, biological, and humanistic approaches to personality?
4. How can we most accurately assess personality?
5. What are the major types of personality measures?

## **Unit 15: Health Psychology**

Essential Theme: Health psychology investigates the prevention, diagnosis, and treatment of medical problems and the link between stress and illnesses, such as coronary artery disease, cancer and smoking.

Essential Questions:

1. How does health psychology represent a union between medicine and psychology?
2. What is stress, how does it affect us, and how can we best cope with it?
3. How do psychological factors effect health related-problems?
4. How does the nature of our interactions with physicians affect our health and compliance with medical treatment?

## **Unit 16: Psychological Disorders**

Essential Theme: Abnormality is difficult to define, and is best considered as behavior on a continuum from normal to abnormal.

Essential Questions:

1. How can we distinguish normal from abnormal behavior?
2. What are the major models of abnormal behavior used by mental-health professionals?
3. How can the extremes of intelligence be differentiated?
4. What classification system is used to categorize abnormal behavior?
5. What are the most severe forms of psychological disorders?



6. What indicators signal a need for the help of a mental-health professional?

## **Unit 17: Treatment of Psychological Disorders**

Essential Theme: Psychotherapy seeks to remedy psychological difficulties and there are a variety of approaches.

Essential Questions:

1. What are the goals of psychologically and biologically based treatment approaches?
2. What are the basic kinds of psychotherapies?
3. What are humanistic and group therapy approaches to treatment?
4. How effective is therapy, and which kind of therapy works best under a given circumstance?
5. How are drug, electroconvulsive, psychosurgical techniques used today in the treatment of psychological disorders?

## **Unit 18: Social Psychology**

Essential Theme: Attitudes are composed of affective, behavioral, and cognitive components and we strive to maintain consistency between attitude and behavior.

Essential Questions:

1. What are attitudes and how are they formed, maintained and changed? 2. How do we form impressions of what others like and of the causes of their behavior?
2. How do we form impressions of what others like and of the causes of their behavior?
3. What are the biases that influence the ways in which we view others' behavior?
4. Why are we attracted to certain people, and what is the progression that social relationships follow?
5. What factors underlie aggression and prosocial behavior?

## **Unit 19: Psychology In A Diverse World**

Essential Theme: Psychology plays a significant role in culture, the combined learned behaviors, beliefs, and attitudes that are characteristic of an individual society or population.

Essential Questions:

1. How are prejudices formed and what challenges to a society are created due to them?

2. How significant a role does psychology play in politics, war, and peace?
3. What are the psychological tools of terrorism and how do these elevate the threat of war?
4. What are psychological tools that are used to reducing war and promoting peace?

## Standards

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SCI.9-12.B.1.1.1	Identify the major divisions and subdivisions of the human nervous system
SCI.9-12.B.1.1.2	Identify the parts of the neuron and describe the basic process of neural transmission
SCI.9-12.B.1.1.3	Differentiate between the structures and functions of the various parts of the central nervous system
SCI.9-12.B.1.1.4	Describe lateralization of brain functions
SCI.9-12.B.1.1.5	Discuss the mechanisms and the importance of plasticity of the nervous system
SCI.9-12.B.1.2.1	Describe how the endocrine glands are linked to the nervous system
SCI.9-12.B.1.2.2	Describe the effects of hormones on behavior and mental processes
SCI.9-12.B.1.2.3	Describe hormone effects on the immune system
SCI.9-12.B.1.3.1	Describe concepts in genetic transmission
SCI.9-12.B.1.3.2	Describe the interactive effects of heredity and environment
SCI.9-12.B.1.3.3	Explain how evolved tendencies influence behavior
SCI.9-12.B.1.4.1	Identify tools used to study the nervous system
SCI.9-12.B.1.4.2	Describe advances made in neuroscience
SCI.9-12.B.1.4.3	Discuss issues related to scientific advances in neuroscience and genetics
SCI.9-12.B.2.1.1	Discuss processes of sensation and perception and how they interact
SCI.9-12.B.2.1.2	Explain the concepts of threshold and adaptation
SCI.9-12.B.2.2.1	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors
SCI.9-12.B.2.2.2	Describe the visual sensory system
SCI.9-12.B.2.2.3	Describe the auditory sensory system
SCI.9-12.B.2.2.4	Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)
SCI.9-12.B.2.3.1	Explain Gestalt principles of perception
SCI.9-12.B.2.3.2	Describe binocular and monocular depth cues
SCI.9-12.B.2.3.3	Describe the importance of perceptual constancies
SCI.9-12.B.2.3.4	Describe perceptual illusions
SCI.9-12.B.2.3.5	Describe the nature of attention

SCI.9-12.B.2.3.6	Explain how experiences and expectations influence perception
SCI.9-12.B.3.1.1	Identify states of consciousness
SCI.9-12.B.3.1.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
SCI.9-12.B.3.2.1	Describe the circadian rhythm and its relation to sleep
SCI.9-12.B.3.2.2	Describe the sleep cycle
SCI.9-12.B.3.2.3	Compare theories about the functions of sleep
SCI.9-12.B.3.2.4	Describe types of sleep disorders
SCI.9-12.B.3.2.5	Compare theories about the functions of dreams
SCI.9-12.B.3.3.1	Characterize the major categories of psychoactive drugs and their effects
SCI.9-12.B.3.3.2	Describe how psychoactive drugs act at the synaptic level
SCI.9-12.B.3.3.3	Evaluate the biological and psychological effects of psychoactive drugs
SCI.9-12.B.3.3.4	Explain how culture and expectations influence the use and experience of drugs
SCI.9-12.B.3.4.1	Describe meditation and relaxation and their effects
SCI.9-12.B.3.4.2	Describe hypnosis and controversies surrounding its nature and use
SCI.9-12.B.3.4.3	Describe flow states
SCI.9-12.C.1.1.1	Identify factors that influence encoding
SCI.9-12.C.1.1.2	Characterize the difference between shallow (surface) and deep (elaborate) processing
SCI.9-12.C.1.1.3	Discuss strategies for improving the encoding of memory
SCI.9-12.C.1.2.1	Describe the differences between working memory and long-term memory
SCI.9-12.C.1.2.2	Identify and explain biological processes related to how memory is stored
SCI.9-12.C.1.2.3	Discuss types of memory and memory disorders (e.g., amnesias, dementias)
SCI.9-12.C.1.3.1	Analyze the importance of retrieval cues in memory
SCI.9-12.C.1.3.2	Explain the role that interference plays in retrieval
SCI.9-12.C.1.3.3	Discuss the factors influencing how memories are retrieved
SCI.9-12.C.1.3.4	Explain how memories can be malleable
SCI.9-12.C.1.3.5	Discuss strategies for improving the retrieval of memories
SCI.9-12.C.2.1.1	Define cognitive processes involved in understanding information
SCI.9-12.C.2.1.2	Define processes involved in problem solving and decision making
SCI.9-12.C.2.1.3	Discuss non-human problem-solving abilities
SCI.9-12.C.2.2.1	Describe obstacles to problem solving
SCI.9-12.C.2.2.2	Describe obstacles to decision making
SCI.9-12.C.2.2.3	Describe obstacles to making good judgments
SCI.9-12.C.3.1.1	Discuss intelligence as a general factor
SCI.9-12.C.3.1.2	Discuss alternative conceptualizations of intelligence
SCI.9-12.C.3.1.3	Describe the extremes of intelligence
SCI.9-12.C.3.2.1	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness
SCI.9-12.C.3.2.2	Identify current methods of assessing human abilities
SCI.9-12.C.3.3.1	Discuss issues related to the consequences of intelligence testing

SCI.9-12.C.3.3.2	Discuss the influences of biological, cultural, and environmental factors on intelligence
SCI.9-12.DL.1.1.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
SCI.9-12.DL.1.1.2	Explain issues of continuity/discontinuity and stability/change
SCI.9-12.DL.1.1.3	Distinguish methods used to study development
SCI.9-12.DL.1.1.4	Describe the role of sensitive and critical periods in development
SCI.9-12.DL.1.1.5	Discuss issues related to the end of life
SCI.9-12.DL.1.2.1	Discuss theories of cognitive development
SCI.9-12.DL.1.2.2	Discuss theories of moral development
SCI.9-12.DL.1.2.3	Discuss theories of social development
SCI.9-12.DL.1.3.1	Describe physical development from conception through birth and identify influences on prenatal development
SCI.9-12.DL.1.3.2	Describe newborns' reflexes, temperament, and abilities
SCI.9-12.DL.1.4.1	Describe physical and motor development
SCI.9-12.DL.1.4.2	Describe how infant perceptual abilities and intelligence develop
SCI.9-12.DL.1.4.3	Describe the development of attachment and the role of the caregiver
SCI.9-12.DL.1.4.4	Describe the development of communication and language
SCI.9-12.DL.1.5.1	Describe physical and motor development
SCI.9-12.DL.1.5.2	Describe how memory and thinking ability develops
SCI.9-12.DL.1.5.3	Describe social, cultural, and emotional development through childhood
SCI.9-12.DL.1.6.1	Identify major physical changes
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.DL.1.7.1	Identify major physical changes associated with adulthood and aging
SCI.9-12.DL.1.7.2	Describe cognitive changes in adulthood and aging
SCI.9-12.DL.1.7.3	Discuss social, cultural, and emotional issues in aging
SCI.9-12.DL.2.1.1	Describe the principles of classical conditioning
SCI.9-12.DL.2.1.2	Describe clinical and experimental examples of classical conditioning
SCI.9-12.DL.2.1.3	Apply classical conditioning to everyday life
SCI.9-12.DL.2.2.1	Describe the Law of Effect
SCI.9-12.DL.2.2.2	Describe the principles of operant conditioning
SCI.9-12.DL.2.2.3	Describe clinical and experimental examples of operant conditioning
SCI.9-12.DL.2.2.4	Apply operant conditioning to everyday life
SCI.9-12.DL.2.3.1	Describe the principles of observational and cognitive learning
SCI.9-12.DL.2.3.2	Apply observational and cognitive learning to everyday life
SCI.9-12.DL.3.1.1	Describe the structure and function of language
SCI.9-12.DL.3.1.2	Discuss the relationship between language and thought
SCI.9-12.DL.3.2.1	Explain the process of language acquisition
SCI.9-12.DL.3.2.2	Discuss how acquisition of a second language can affect language development and

	possibly other cognitive processes
SCI.9-12.DL.3.2.3	Evaluate the theories of language acquisition
SCI.9-12.DL.3.3.1	Identify the brain structures associated with language
SCI.9-12.DL.3.3.2	Discuss how damage to the brain may affect language
SCI.9-12.IV.1.1.1	Explain biologically based theories of motivation
SCI.9-12.IV.1.1.2	Explain cognitively based theories of motivation
SCI.9-12.IV.1.1.3	Explain humanistic theories of motivation
SCI.9-12.IV.1.1.4	Explain the role of culture in human motivation
SCI.9-12.IV.1.2.1	Discuss eating behavior
SCI.9-12.IV.1.2.2	Discuss sexual behavior and orientation
SCI.9-12.IV.1.2.3	Discuss achievement motivation
SCI.9-12.IV.1.2.4	Discuss other ways in which humans and non-human animals are motivated
SCI.9-12.IV.2.1.1	Explain the biological and cognitive components of emotion
SCI.9-12.IV.2.1.2	Discuss psychological research on basic human emotions
SCI.9-12.IV.2.1.3	Differentiate among theories of emotional experience
SCI.9-12.IV.2.2.1	Explain how biological factors influence emotional interpretation and expression
SCI.9-12.IV.2.2.2	Explain how culture and gender influence emotional interpretation and expression
SCI.9-12.IV.2.2.3	Explain how other environmental factors influence emotional interpretation and expression
SCI.9-12.IV.2.3.1	Identify biological and environmental influences on the expression and experience of negative emotions, such as fear
SCI.9-12.IV.2.3.2	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness
SCI.9-12.IV.3.1.1	Evaluate psychodynamic theories
SCI.9-12.IV.3.1.2	Evaluate trait theories
SCI.9-12.IV.3.1.3	Evaluate humanistic theories
SCI.9-12.IV.3.1.4	Evaluate social–cognitive theories
SCI.9-12.IV.3.2.1	Differentiate personality assessment techniques
SCI.9-12.IV.3.2.2	Discuss the reliability and validity of personality assessment techniques
SCI.9-12.IV.3.3.1	Discuss biological and situational influences
SCI.9-12.IV.3.3.2	Discuss stability and change
SCI.9-12.IV.3.3.3	Discuss connections to health and work
SCI.9-12.IV.3.3.4	Discuss self-concept
SCI.9-12.IV.3.3.5	Analyze how individualistic and collectivistic cultural perspectives relate to personality
SCI.9-12.IV.4.1.1	Define psychologically abnormal behavior
SCI.9-12.IV.4.1.2	Describe historical and cross-cultural views of abnormality
SCI.9-12.IV.4.1.3	Describe major models of abnormality
SCI.9-12.IV.4.1.4	Discuss how stigma relates to abnormal behavior
SCI.9-12.IV.4.1.5	Discuss the impact of psychological disorders on the individual, family, and society
SCI.9-12.IV.4.2.1	Describe the classification of psychological disorders

SCI.9-12.IV.4.2.2	Discuss the challenges associated with diagnosis
SCI.9-12.IV.4.2.3	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
SCI.9-12.IV.4.2.4	Evaluate how different factors influence an individual's experience of psychological disorders
SCI.9-12.SC.1.1.1	Describe attributional explanations of behavior
SCI.9-12.SC.1.1.2	Describe the relationship between attitudes (implicit and explicit) and behavior
SCI.9-12.SC.1.1.3	Identify persuasive methods used to change attitudes
SCI.9-12.SC.1.2.1	Describe the power of the situation
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.1.3.1	Discuss the nature and effects of stereotyping, prejudice, and discrimination
SCI.9-12.SC.1.3.2	Describe determinants of prosocial behavior
SCI.9-12.SC.1.3.3	Discuss influences upon aggression and conflict
SCI.9-12.SC.1.3.4	Discuss factors influencing attraction and relationships
SCI.9-12.SC.2.1.1	Define culture and diversity
SCI.9-12.SC.2.1.2	Identify how cultures change over time and vary within nations and internationally
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SCI.9-12.SC.2.1.4	Discuss psychological research examining race and ethnicity
SCI.9-12.SC.2.1.5	Discuss psychological research examining socioeconomic status
SCI.9-12.SC.2.1.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination
SCI.9-12.SC.2.2.1	Discuss psychological research examining gender identity
SCI.9-12.SC.2.2.2	Discuss psychological research examining diversity in sexual orientation
SCI.9-12.SC.2.2.3	Compare and contrast gender identity and sexual orientation
SCI.9-12.SC.2.2.4	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination
SCI.9-12.SC.2.2.5	Discuss the psychological research on gender and how the roles of women and men in societies are perceived
SCI.9-12.SC.2.2.6	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
SCI.9-12.SC.2.2.7	Discuss psychological research examining differences in individual cognitive and physical abilities
SCI.9-12.SI.1.1.1	Define psychology as a discipline and identify its goals as a science
SCI.9-12.SI.1.1.2	Describe the emergence of psychology as a scientific discipline
SCI.9-12.SI.1.1.3	Describe perspectives employed to understand behavior and mental processes
SCI.9-12.SI.1.1.4	Explain how psychology evolved as a scientific discipline
SCI.9-12.SI.1.2.1	Discuss the value of both basic and applied psychological research with human and non-human animals
SCI.9-12.SI.1.2.2	Describe the major subfields of psychology
SCI.9-12.SI.1.2.3	Identify the important role psychology plays in benefiting society and improving people's

lives

SCI.9-12.SI.2.1.1	Describe the scientific method and its role in psychology
SCI.9-12.SI.2.1.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods
SCI.9-12.SI.2.1.3	Define systematic procedures used to improve the validity of research findings, such as external validity
SCI.9-12.SI.2.1.4	Discuss how and why psychologists use non-human animals in research
SCI.9-12.SI.2.2.1	Identify ethical standards psychologists must address regarding research with human participants
SCI.9-12.SI.2.2.2	Identify ethical guidelines psychologists must address regarding research with non-human animals
SCI.9-12.SI.2.3.1	Define descriptive statistics and explain how they are used by psychological scientists
SCI.9-12.SI.2.3.2	Define forms of qualitative data and explain how they are used by psychological scientists
SCI.9-12.SI.2.3.3	Define correlation coefficients and explain their appropriate interpretation
SCI.9-12.SI.2.3.4	Interpret graphical representations of data as used in both quantitative and qualitative methods
SCI.9-12.SI.2.3.5	Explain other statistical concepts, such as statistical significance and effect size
SCI.9-12.SI.2.3.6	Explain how validity and reliability of observations and measurements relate to data analysis
SCI.9-12.APS.1.1.1	Explain how psychological treatments have changed over time and among cultures
SCI.9-12.APS.1.1.2	Match methods of treatment to psychological perspectives
SCI.9-12.APS.1.1.3	Explain why psychologists use a variety of treatment options
SCI.9-12.APS.1.2.1	Identify biomedical treatments
SCI.9-12.APS.1.2.2	Identify psychological treatments
SCI.9-12.APS.1.2.3	Describe appropriate treatments for different age groups
SCI.9-12.APS.1.2.4	Evaluate the efficacy of treatments for particular disorders
SCI.9-12.APS.1.2.5	Identify other factors that improve the efficacy of treatment
SCI.9-12.APS.1.2.6	Identify treatment providers for psychological disorders and the training required for each
SCI.9-12.APS.1.3.1	Identify ethical challenges involved in delivery of treatment
SCI.9-12.APS.1.3.2	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)
SCI.9-12.APS.2.1.1	Define stress as a psychophysiological reaction
SCI.9-12.APS.2.1.2	Identify and explain potential sources of stress
SCI.9-12.APS.2.1.3	Explain physiological and psychological consequences for health
SCI.9-12.APS.2.1.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress
SCI.9-12.APS.2.2.1	Identify ways to promote mental health and physical fitness
SCI.9-12.APS.2.2.2	Describe the characteristics of and factors that promote resilience and optimism
SCI.9-12.APS.2.2.3	Distinguish between effective and ineffective means of dealing with stressors and other health issues
SCI.9-12.APS.3.3.1	Discuss ways in which psychological science addresses domestic and global issues

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## Grading and Evaluation Guidelines

## **GRADING PROCEDURES**

In terms of proficiency level the East Brunswick grades equate to:

- A    Excellent - Advanced Proficient
- B    Good Above Average - Proficient
- C    Fair - Proficient
- D    Poor - Minimally proficient
- F    Failing - Partially Proficient