

# Psychology I Course Overview

Content Area: **Social Studies**  
Course(s): **PSYCHOLOGY I**  
Time Period:  
Length: **Year**  
Status: **Published**

## Cover

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**EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

### **Superintendent of Schools**

Dr. Victor P. Valeski

### **Social Studies**

### **Psychology I**

Course Number: 1056

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/9/1993

Date of Last Revision Adoption: 9/1/2017

## **Course Description**

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Course Description: Psychology I is the study of human behavior. The course is an elective, which is open to all students in the high school, grades 10-12. It meets on a semester basis, five days a week. This course examines such topics as sensation and perceptions, personality theories and theorists, altered states of consciousness, including psychoactive substances, sleep and dreams, developmental psychology and other concepts. By providing insights into human behavior, the course is designed to increase understanding of why people behave as they do. The course has no prerequisites.

#1056 Psychology I

Course #	School #	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1056	050	A	10-12	2.50	210	E	04/21/1986

## **Class Materials**

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Textbook:

Davis, Stephen F. and Joseph J. Palladino. Psychology 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2002.

## **Units of Study**

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### **Unit 1: Sensation and Perception**

Essential Theme – The systems that receive, process, and perceive sensory information about vision, hearing, taste, smell, body position and movement will be investigated

Essential Question – How is sensory information received, processed and responded to by the nervous system?

### **Unit 2: Altered States of Consciousness**

Essential Theme – The stream of human consciousness, levels of awareness, and influences that alter our level of awareness will be covered

Essential Question – How is our level of perceptual awareness, mood and behavior altered?

### **Unit 3: Sleep**

Essential Theme – The function and structure of our circadian rhythm, sleep/wake cycle and sleep disorders will be covered

Essential Question – What are the biological and psychological purposes of sleep?

### **Unit 4: Dreams**

Essential Theme: The physiological and psychological function of dreams will be explored.

Essential Question – What is the purpose and possible meanings of dreams?

### **Unit 5: Developmental Psychology I**

Essential Theme – The study of physical and cognitive changes and complications from conception through adolescence are explored.

Essential Question – What factors affect human development in early life?

### **Unit 6: Developmental Psychology II**

Essential Theme – The factors that influence human psychosocial development will be investigated.

Essential Question – What are the factors that shape psychosocial development including temperament, attachment, psychosocial crises, self-esteem, moral reasoning, birth order effects and parental discipline styles?

### **Unit 7: Personality Origins**

Essential Theme – The different theories of personality development including those of Sigmund Freud, the neo-Freudians and the humanists will be analyzed and evaluated.

Essential Question – What are possible factors that shape human personality and determine human behavior?

## **Standards**

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SCI.9-12.B.2.1.1	Discuss processes of sensation and perception and how they interact
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.2.3.5	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.3.4.1	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.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.1.1.4	Describe the role of sensitive and critical periods in development
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.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.3.3.5	Analyze how individualistic and collectivistic cultural perspectives relate to personality
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.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

## **Grading and Evaluation Guidelines**

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### **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

In Psychology I the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%)

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLs)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)