

Psychology II H Course Overview

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

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Psychology II (H)

Course Number: 1061

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/9/1993

Date of Last Revision Adoption: 9/1/2017

Course Description

This course provides additional knowledge of psychology through the elimination of such topics as the workings of the brain and nervous system, learning theories, memory, health psychology and stress-related topics such as anxiety disorders and psychotic disorders. This course qualifies for 3 credits through Middlesex County College.

SCED: 04255 Particular Topics in Psychology

These courses examine a particular topic in psychology, such as human growth and development or personality, rather than provide a more comprehensive overview of the field.

#1061 Psychology II

| Course # | School # | Course | Grade(s) | Credits | Min. | Per | Elective/Required | Initial Course |
|----------|----------|--------|----------|---------|------|------|-------------------|----------------|
| | | Level | | | | Week | | Adopted |
| 1061 | 050 | H | 10-12 | 2.50 | 210 | E | | 04/21/1986 |

Class Materials

Textbook:

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

Units of Study

Unit 1: The Brain

Essential Theme – The brain will be deconstructed into its major regions and structures showing how it is organized and how it affects our bodies and psychological well-being.

Essential Question – How is the brain constructed and how does it affect who we are?

Unit 2: The Nervous System

Essential Theme – The nervous system will be investigated as to how it works, how it allows the brain to control and communicate with the body, and what happens if there are problems.

Essential Question – How is the nervous system organized and what does it do?

Unit 4: Stress and Health Psychology

Essential Theme: The causes, symptoms, effects and ways to cope with stress will be explored.

Essential Question – How does stress affect us and what can we do to deal with it more effectively?

Unit 5: Anxiety Based and Mood Disorders

Essential Theme – When stress becomes unmanageable, it manifests itself in various types of disorders including anxiety, somatoform, dissociative, mood and eating disorders.

Essential Question – What are the causes, symptoms, and treatments for the different types of anxiety based and mood disorders?

Unit 6: Psychoses

Essential Theme – Psychotic disorders are the most extreme psychological disorders. The causes, symptoms, and treatments for schizophrenia, bipolar disorder, sexual disorders, and anti-social personality disorder will be investigated.

Essential Question – What are the causes, symptoms, and treatments for the psychotic disorders?

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.1.2.2 | Describe the effects of hormones on behavior and mental processes |

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| 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.C.1.1.2 | Characterize the difference between shallow (surface) and deep (elaborate) processing |
| 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.1.2.4 | Discuss strategies for improving the storage of memories |
| 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.3.2.3 | Identify measures of and data on reliability and validity for intelligence test scores |
| 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.1.4.1 | 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 |

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| 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.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.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.2.3.1 | 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.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.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.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 |

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| SCI.9-12.APS.1.2.6 | Identify treatment providers for psychological disorders and the training required for each |
| 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 |

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

In Psychology II (H) 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 NJSL)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)