

# Psychology II H Course Overview

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

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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

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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: 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

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

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

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)