

WILLIAMSTOWN HIGH SCHOOL
WILLIAMSTOWN, NEW JERSEY
COURSE PROFICIENCY REQUIREMENTS

COURSE: **PSYCHOLOGY/CP**

TEACHER: STAFF

CREDITS: 2.5

WEIGHTED FOR CLASS RANK: NO

Pursuant to the High School Graduation Standards Act (NJSA 18A:7, et. seq.) successful completion of this course will require:

- A. Regular attendance as mandated by Board Policy
 - B. Mastery of the below content/objectives and achievement of the proficiencies required.
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OVERVIEW

Psychology/CP is a semester course offered as an elective in the Social Studies Department. It is open to any 11th or 12th grade student.

The course is designed to provide a survey in the field of General Psychology. Students who successfully complete the course will have had opportunity to investigate the major topics of Learning Theory; Biological Basis for Behavior; States of Consciousness; Thinking, Language, and Intelligence; Personality; Sensation and Perception; and, Memory; Human Development, and Emotions, Stress, and Health.

Students will be expected to demonstrate their learning through traditional research as well as the use of Internet resources, projects, computer programs, and cooperative learning experiences.

The course is taught to prepare students for a successful experience with a college level General Psychology Course. Students are expected to be able to be self directed and motivated in their reading and preparation for class on a daily basis. Students who are not planning on a post high school college experience will find the course helpful in terms of an increasing understanding of their own behavior as well as that of those around them.

PROFICIENCIES The student will be able to:

- 1.1 Define Psychology and its various subfields.
- 1.2 Apply the scientific method to the study of Psychology.
- 1.3 Identify and explain the methods used by psychologists to gather information.
- 1.4 Explain and apply the concept of correlation.
- 1.5 Explain and apply the experimental method in Psychology.
- 1.6 Analyze the issue of animal experimental as it relates to the field.
- 1.7 Analyze the issue of nature vs. nurture in explaining human behavior.
- 2.1 Identify and define the major components of the human nervous system.
- 2.2 Identify and define the non-invasive techniques used to study the human brain.
- 2.3 Explain and apply the process of neural messaging.
- 2.4 Identify and explain the location and function of various parts of the brain.
- 2.5 Apply the knowledge of the brain to solve simulations of brain activity.
- 2.6 Trace the growth and development of the human brain.
- 2.7 Identify and explain the function of the endocrine glands.
- 2.8 Apply the functioning of the endocrine glands to explaining human behavior.
- 3.1 Define and explain the concept of learning.
- 3.2 Describe the general process of classical conditioning as demonstrated by Pavlov's experiments.
- 3.3 Explain the process of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
- 3.4 Analyze the implications of cognitive process and biological predispositions in classical and operant conditioning.
- 3.5 Compare and contrast Pavlov's view of behavior with that of the Behaviorist school.
- 3.6 Describe and apply the process of operant conditioning, including the procedure of shaping as demonstrated by Skinner's experiments.
- 3.7 Identify the different types of reinforcers and describe major schedules of partial reinforcement.
- 3.8 Evaluate the effects of punishment on human behavior.
- 3.9 Describe and evaluate the process of observational learning as demonstrated by Bandura's experiments.
- 4.1 Identify, Explain, and apply basic terms and concepts related to problem solving.
- 4.2 Apply the concepts of human problem solving to explain how our judgements and decisions are made.
- 4.3 Trace the course of language acquisition and discuss alternative theories of language development.
- 4.4 Trace the origins of intelligence testing and describe Stern's formula for the intelligence quotient.
- 4.5 Compare and contrast various views and theories of human intelligence.
- 4.6 Describe and apply the concepts of validity, reliability, standardization of tests.
- 4.7 Describe and apply the normal distribution of intelligence as well as the extremes of intelligence.
- 4.8 Discuss and evaluate the evidence for both genetic and environmental influences on intelligence.
- 4.9 Evaluate the issues of cultural bias and group differences in intelligence.
- 5.1 Explain the nature of consciousness and analyze its significance in the history of psychology.

- 5.2 Define and apply the concepts of selective attention, conscious and subconscious information processing to our understanding of human behavior.
- 5.3 Describe and evaluate the concepts of daydreaming and fantasies/fantasy prone personalities.
- 5.4 Describe the cyclical nature and possible functions of sleep.
- 5.5 Identify the major sleep disorders.
- 5.6 Evaluate the concept of hypnosis and controversy regarding hypnosis as an altered state of consciousness.
- 6.1 Describe and analyze what is meant by personality.
- 6.2 Explain and evaluate the Freudian view of personality.
- 6.3 Explain and evaluate the psychological view of personality in terms of traits and types.
- 6.4 Explain how personality inventories are used to assess traits and discuss research regarding the consistency of behavior over time and across situations.
- 6.5 Describe and evaluate the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.
- 6.6 Describe and evaluate the social-cognitive perspective on personality including the concepts of reciprocal determinism, personal control, learned helplessness, and optimism.
- 6.7 Describe and evaluate other theories and explanations for human personality.
- 7.1 Analyze memory in terms of information processing and distinguish among sensory, short-term, and long-term memory including their nature and capacity.
- 7.2 Explain and analyze the process of making and failing to make a memory.
- 7.3 Explain evaluate the role of various parts of the brain in the human capacity for memory.
- 7.4 Contrast recall, recognition, and relearning measures of memory.
- 7.5 Describe the importance of retrieval cues and the impact of environmental contexts and internal emotional states on retrieval.
- 7.6 Identify and evaluate the various explanations for failing to retrieve memories.
- 7.7 Analyze and evaluate the various views regarding the subject of children's memories, repressed and recovered memories.
- 8.1 Identify the major issues in developmental psychology.
- 8.2 Evaluate the course of prenatal development and the issues that affect the human person.
- 8.3 Analyze the capacities of the newborn.
- 8.4 Analyze the influence of maturation and experience on brain and motor development.
- 8.5 Describe Piaget's view of how the mind develops and discuss his stage theory of cognitive development, and evaluate his theory in light of current thinking regarding cognitive development.
- 8.6 Discuss the role of parenting (including parental separation and divorce) on childhood development.
- 9.1 Explain and evaluate the process of sensation and perception.
- 9.2 Distinguish between absolute threshold and difference thresholds and evaluate research findings on subliminal stimulation.
- 9.3 Describe the phenomenon of sensory adaptation and explain its functional value.
- 9.4 Explain the visual process, including the stimulus input, the structure of the eye, and the transformation of light energy into neutral activity.
- 9.5 Evaluate various theories of color vision.
- 9.6 Explain the auditory process, including the stimulus, the structure and function of the ear, and the way sounds are located.
- 9.7 Describe the sense of touch and explain the basis of pain.
- 9.8 Describe the senses of taste and smell, and comment on the nature of sensory interaction.
- 9.9 Evaluate the principle perception and how they affect our behavior.
- 9.10 Evaluate the claims of ESP in light of psychology knowledge.
- 10.1 Identify the three components of emotion and describe the physiological changes that occur during emotional arousal.
- 10.2 Describe the relationship between physiological states and specific emotions and discuss the effectiveness of the polygraph in detecting lies.
- 10.3 Describe some nonverbal indications of emotion including the effects of facial expressions on emotional experience and evaluate the extent to which people from different culture display and interpret facial expressions in a similar manner.
- 10.4 Describe the biology of the "fight-or-flight" response to stress and the phases of the general adaptation syndrome.
- 10.5 Compare and contrast the James-Lange and Cannon-Bard Theories of emotion.
- 10.6 Describe and evaluate the Schacter two-factor theory of emotion.
- 10.7 Describe and evaluate the effect of emotions on health.
- 10.8 Identify and evaluate different strategies for coping with stress.
- 11.1 Identify and evaluate the criteria for judging whether behavior is psychologically disordered.
- 11.2 Describe and evaluate the medical model of psychological disorders and discuss the bio-psycho-social perspective offered by critics of this model.
- 11.3 Describe the aims of DSM-IV and discuss the potential dangers associated with the use of diagnostic labels.
- 11.4 Describe the characteristics and symptoms of various forms of psychological disorders and their effects on human behavior and evaluate the various explanations regarding their causes and origins.

CAREER/OBJECTIVES

Wherever appropriate, information concerning qualifications for careers and opportunities related to careers in the social studies field will be presented to the students by the classroom teacher and the student personnel services. This information will come from a variety of sources such as booklets, pamphlets, films, filmstrips, video tape and guest speakers. Examples of careers in these areas: Historian, Social Worker, Psychologists, Politicians, Teachers, Police Officers, Lawyers, Parole Officers, Court Workers, Legislative Assistants, Cartographers, Military, Political Scientists, and Economists.

MEASUREMENT OF STUDENT ACHIEVEMENT

Achievement in the Psychology/CP is measured by tests, quizzes, homework, various written and oral projects, and class participation. Tests are administered at different intervals upon completion of a chapter, unit, section or some other convenient and meaningful test point.