

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Psychology

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 11-12
Credit Value:	2.5 Credits
Date Approved:	August 23, 2022

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Modifications will be made to accommodate IEP mandates for classified students

Statement of Purpose

The **Psychology** course for eleventh and twelfth grade students offers a survey of the foundations of the study of psychology.

Students will examine the factors that are at the root of human behavior. They will become familiar with the scientific principles involved in this study with a goal of developing better understanding of people and the elements that compose their environment and influence their behavior. Concept and skill development is to be provided as well as instruction in subject matter, thus providing a firm academic background in the study of human behavior.

Course Objectives

Objectives for the **Psychology** course, a one-semester elective for grades 11-12, include the three categories of knowledge, skills, and attitudes.

KNOWLEDGE - Upon conclusion of study of the semester **Psychology** course, students will be able to:

1. Describe the evolution of psychology as a field of study
2. Discuss the research techniques and specialized fields of psychology
3. Understand the most important experiments in Psychology and how they influenced changes in society.
4. Demonstrate the familiarity with the importance of heredity and environment in the formation of the individual
5. Describe Learning techniques and uses of classical and operant conditioning
6. Explain the methods a psychologist uses to gather data and use the experimental method for classroom assignments.
7. Explain the essentials of the Freudian models of the mind, personality, and dream interpretation.
8. Give examples of defense mechanisms such as displacement, repression, projection, and rationalization
9. Demonstrate familiarity with personality theories including psychoanalytic behavioristic, biological, evolutionary, and humanistic theories
10. Describe the traditional and contemporary perspectives in Psychology.
11. Explain the factors involved in human socialization with emphasis given to adolescent socialization
12. Discuss the unconscious mind and the importance of sleep and effects of deprivation. .
13. Discuss problems associated with stages of the life cycle from childhood to old age
14. Exhibit familiarity with personality theory including introvert, extrovert and ambivert
15. Distinguish between sensation and perception
16. Explain the function of the brain and how its health and performance pertain to psychology

INSTRUCTIONAL STRATEGIES - Students will demonstrate proficiency in:

1. Locating information in a variety of sources
2. Oral and written communication pertinent to the subject matter of psychology
3. Formulating and testing hypotheses as a means of understanding the individual
4. Drawing conclusions from psychological data
5. Using charts and graphs to interpret psychological concepts
6. Forming hypotheses, drawing inferences and conclusions in regard to psychological data
7. Applying psychological understanding to their own life situations

CONCEPTS - Students will demonstrate:

1. Increased interest in psychology
2. Appreciation for the contributions which individuals and groups have made and continue to make in the field of psychology
3. Awareness of the different schools of psychological thought and their approaches to the study of human behavior
4. Awareness of the role of nature and nurture in human behavior and development
5. Greater understanding of the role of psychological principles and their practical application in our everyday lives
6. Awareness of the career-related applications of psychological study
7. Understanding the function and influence of the American Psychological Association (APA), its guidelines, and its writing format.

Timeline

First Quarter Units: I-IV

Second Quarter Units: V-VII

Unit I

Introduction to Psychology

Mastery Objective

The study of psychology as a means of better understanding human behavior is a primary concern of this course. In this unit, students will be introduced to psychology as a scientific discipline, research methods utilized by psychologists and its relationship to other sciences.

UNIT I: INTRODUCTION TO PSYCHOLOGY

CONTENT

At the conclusion of study of this unit, students will be able to:

I. TOPIC I - WHAT IS PSYCHOLOGY?

- A. Define the term psychology
- B. Trace the early history of psychology through the present day
- C. Demonstrate familiarity with the traditional perspectives of psychology from the learning school to the evolutionary school
- D. Provide an example of the specific activities performed in each of the main areas in which psychologist work

II. TOPIC II - PSYCHOLOGY AND OTHER SCIENCES

- A. Describe the role of scientific method in psychology and other sciences
- B. Indicate how psychology is related to other sciences
- C. Define and critique parapsychology as well as major areas of paranormal study

III. TOPIC III - PSYCHOLOGICAL METHODS

- A. Explain the five methods psychologists use to gather data
- B. Define and give an example of an independent and a dependent variable
- C. Analyze an experiment in which the independent and dependent variables, control group, and experimental group are correctly identified
- D. Indicate limitations and difficulties in using the experimental approach

IV. TOPIC IV - CAREERS IN PSYCHOLOGY

- A. Evaluate career opportunities in the field of psychology
- B. Discuss training required in the field of psychology and psychiatry
- C. Explain the newest and fastest growing areas in psychology

Instructional Strategies and Concepts

Principles of Psychology

- A. Students will be able to define the term psychology and know what is studied by psychologists.
- B. Students will explain the branches/perspectives of psychology and research on some of the fields, explaining its ideology, purpose, and importance. (i.e. cognitive, educational, and sports, learning, biological, etc.)
- C. After reading and discussing the areas in which psychologists work, students research and create an infographic explaining the subfields of psychology.
- D. Students create a google form survey to ask several people who have not studied psychology to complete some or all of the following sentences. See how much agreement there is on what people think psychology is and does.
 - 1. Psychology is useful to people because
 - 2. Psychology is popular with many people because
 - 3. To me, common sense is psychology
 - 4. Some things psychologists tell us are
 - 5. In terms of ability to judge people, psychologists
 - 6. Psychology teaches you how to
 - 7. Psychologists can predict behavior by
 - 8. Psychologists are scientists who
- E. Ask a psychologist or a school counselor to speak to the class about her/his work.
- F. Have students take the role of a researcher using natural observation, directed observation, case study method, interviews, questionnaire method, or any combination thereof
- G. Generate a list of guidelines you would like others to follow if they were conducting experiments on humans. Check the APA website for current guidelines. Should guidelines differ if working with animals? Discuss other studies such as Milgram and Stanford to examine ethics.
- H. Research paranormal activities and differentiate between paranormal and psychology as a science.
- I. Students read psychological experiments in class and are able to identify the independent variable, dependent variable and the importance of replication of results in psychology.
- J. Students are to be able to plan, design, and conduct an experiment of their own device following accepted scientific procedures.
- K. Students will discuss the Hawthorne Effect and its importance to the experimental design.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. Psychology: Principles in Practice (2010)

Digital:

[PDF: Chapter 1 Psychology Principles in Practice](#)

[PDF: Chapter 2: Psychology Methods](#)

[Parapsychology PDF](#)

APA/TOPSS: [Perspectives in Psychological Science](#)

APA/TOPSS: [Research Methods and Statistics](#)

Video:

[Annenberg Learner: Past, Present and Promise](#)

[Annenberg Learner: Understanding Research](#)

Amazon Prime: The Stanford Prison Experiment

Unit II

Body and Mind

Mastery Objective

The interplay of hereditary and environmental factors (nature versus nurture) in the formation of the individual will be examined in this unit. In addition, students will examine the biological basis of behavior including the Nervous System, the Brain and the Endocrine System.

UNIT II: THE BODY AND MIND

CONTENT

At the conclusion of study of this unit, students will be able to:

TOPIC I - THE NERVOUS SYSTEM

- A. Describe the functions of the major components of the Central Nervous System
- B. Show how malfunction in the nervous system can contribute to psychological problems
- C. Describe the function of the Peripheral and Autonomic Nervous Systems including how they relate to fight/flight/freeze response.

II. TOPIC II - THE BRAIN

- A. Explain the anatomy and function of the different parts of the brain
- B. Describe the various methods of studying the brain

III. TOPIC III - THE ENDOCRINE SYSTEM

- A. Explain the way neurotransmitters and hormones are similar
- B. Identify the role of the Pituitary, Thyroid and Adrenal Glands and their impact on human behavior
- C. Understand the role the endocrine system plays in sexual development

IV. TOPIC IV - HEREDITY: GENETIC BACKGROUND

- A. Identify the role of genes and chromosomes in heredity
- B. Show how the interaction of heredity and environment affect individual behavior including research on kinship studies

Instructional Strategies and Concepts

Principles of the Body and Mind

- A. Students will describe brain development during the first 3 months of life
- B. Students will identify parts of the neuron, how messages are transmitted and the impact of drugs on neurotransmitters. Students will describe the functions of the spinal cord and peripheral nervous system. Student groups will further develop their understanding of the Nervous System by completing the Nervous System in Action Project.
- C. Students will complete a Quickwrite about a personal experience with the fight/flight/freeze response and share with the class.
- D. Students will read a variety of scenarios and using their knowledge of the brain, identify which part of the brain is responsible for the hypothetical impairment.
- E. Student groups will be assigned a brain part and create an iMovie project to explain its function.
- F. Students will understand the similarities between neurotransmitters and hormones and the role hormones play in sexual development by completing the Endocrine System chart.
- G. Students will research anabolic steroid use to enhance athletic performance and write about the negative health implications of steroid use.
- H. Students provide examples of heredity and environmental factors and explain how they influence the development of the individual.
- I. Hold a debate. Have one team provide evidence on how the environment is the major influence in the development of the individual. The other team should show how heredity is of primary importance in the development of a person. At the conclusion, discuss the fallacy of the either/or position.
- J. Read Kinship studies by Dr. Bouchard to gain a better understanding of the phenomenon of identical twins reared apart. Time permitting, students watch the Three Identical Strangers documentary.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. [Psychology: Principles in Practice \(2010\)](#)

Digital:

[PDF: Chapter 3: Body and Mind](#)

[Fight/Flight/Freeze PDF Diagram](#)

APA/TOPSS: [Biological Bases of Behavior](#)

[The Nervous System in Action Project](#)

[iMovie Brain Part Project](#)

Videos:

Body Story: [The Baby Brain](#)

Annenberg Learner: [The Behaving Brain](#)

Annenberg Learner: [The Responsive Brain](#)

Amazon Prime: Three Identical Strangers

Unit III

Sensation, Perception and Consciousness

Mastery Objective

The interrelationship of senses, perception, and consciousness as factors in human behavior and experience are examined in this unit.

UNIT III: SENSATION, PERCEPTION AND CONSCIOUSNESS

CONTENT

At the conclusion of this unit, students will be able to:

I. TOPIC 1- SENSATION

- A. Describe the following sensory areas: hearing, sight, touch, smell, taste, kinesthetic sense, equilibrium
- B. State the major difference between sensation and perception and how attention can affect our reactions to them

II. TOPIC II - PERCEPTION

- A. Identify the main rules of perceptual organization
- B. Understand the importance of depth perception

III. TOPIC III - CONSCIOUSNESS

- A. Understand the meaning of consciousness as a psychological construct
- B. Identify various altered states of consciousness such as sleep, meditation and hypnosis

Instructional Strategies and Concepts

Principles of Sensation, Perception and Consciousness

- A. Explain how the concept of threshold can be applied to different senses. Using auditory cues, have students raise their hands as soon as they can detect the cue.
- B. Students will identify parts of the eye and ear and their functions as well as problems which occur when senses do not function properly. Try spending 15 minutes with a blindfold over your eyes. Using a guide, wal around the classroom and notice the sensory experiences you have which you are not usually aware of.
- C. Students will be able to describe the major difference between perception and sensation. Optional: Introduce interference by having students participate in the Stroop Effect demonstration.
- D. Students will be able to define and identify the rules of perceptual organization utilizing examples from the text especially the famous “is it a vase or two human profiles” example.
- E. Students will understand what depth perception is and connect to the real-life importance of depth perception in driving a car.
- F. Students will be able to define and explain an optical illusion. The textbook has a variety of optical illusions to share with the class but other examples from websites are available too.
- G. Students will be able to define consciousness and understand that consciousness is an example of sensory awareness. Students will Quickwrite on the following: Describe in detail what you experience as you enter the cafeteria.
- H. Using Freud’s Iceberg model, students will create real life examples of each level and share with a partner.

Additionally, make use of the activities suggested in the text and in the teacher’s guide.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. [Psychology: Principles in Practice \(2010\)](#)

Digital:

[PDF: Chapter 4: Sensation and Perception](#)

[PDF: Chapter 5: Consciousness](#)

APA/TOPSS: [Sensation and Perception](#)

APA/TOPSS: [Consciousness](#)

[Optical Illusions](#)

Video:

Annenberg Learner: [Sensation and Perception](#)

UNIT IV:**Sleep and Sleep Disorders****Mastery Objective**

Students are the most sleep deprived group in America. Consequently, this unit will focus on improving students' sleep patterns by understanding the benefits of sleep, the detrimental effects of sleep deprivation, and the most common sleep disorders. Students will also keep a sleep log to evaluate their sleep patterns and make improvements accordingly.

UNIT IV: SLEEP AND SLEEP DISORDERS

CONTENT

At the conclusion of study of this unit, students will be able to:

I. TOPIC I - WHY DO WE SLEEP?

- A. Identify the sleep cycles and the physiological changes that occur during sleep

II. TOPIC II - THE BENEFITS OF SLEEP AND NEGATIVE IMPACT OF SLEEP DEPRIVATION

- A. Analyze how sleep patterns relate to overall health and happiness

III. TOPIC III - SLEEP DISORDERS

- A. Describe the etiology of the most common sleep disorders
- B. Evaluate the therapies used by psychologists in treating sleep disorders

Instructional Strategies and Concepts

Principles of Sleep and Sleep Disorders

- A. Students keep a sleep log for a minimum of one week and tally the amount of sleep and record how they feel. Using their sleep log, students will identify the impact of sleep on their well being.
- B. Students will understand circadian rhythms and the stages of sleep including REM.
- C. Research the importance of sleep especially during adolescence and create a Public Service Announcement that details the health benefits of adequate sleep and use facts/statistics to support claims.
- D. Read a current article about the negative effects sleep deprivation is having on teens. List the negative effects of sleep deprivation that occur on a physical, mental and emotional level and write a personal reflection connecting to the list generated.
- E. Students research current legislation under consideration in Trenton regarding later start times for H.S. students and write a well-developed response as to whether you would support or oppose the legislation.
- F. Students groups research a variety of sleep disorders and create a poster with critical information about their assigned disorder to share with the class.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. Psychology: Principles in Practice (2010)

Digital:

[PDF: Chapter 5: Consciousness](#)

Project PDF: [Sleep and Dreams](#)

Article: [Later Start Times for NJ High School Students](#)

Video:

Annenberg Learner: [The Mind Awake and Asleep](#)

[CNN's SLEEP with Dr. Sanjay Gupta](#)

[Sleepy Teens: A Public Health Epidemic](#)

UNIT V

Learning and Cognition

Mastery Objective

This unit will introduce and analyze competitive theories of learning: classical, operant and cognitive.

Unit V: Principles of Learning

Content

At the conclusion of study of this unit, students will be able to:

I. TOPIC 1- CLASSICAL CONDITIONING

- A. Define classical conditioning and the manner in which learning theory was developed by Pavlov
- B. Understand the role of classical conditioning as it relates to phobia treatment
- C. Give examples of classical conditioning

II. TOPIC II - OPERANT CONDITIONING

- A. Define Operant conditioning and the manner in which learning theory was developed by John B. Watson and B.F. Skinner
- B. Evaluate the relationship between operant conditioning and punishment
- C. Give examples of operant conditioning

III. TOPIC III - COGNITIVE FACTORS IN LEARNING

- A. Discuss the characteristics of the cognitive approach to learning
- B. Evaluate the role of behavior modification in classroom discipline

Instructional Strategies and Concepts

PRINCIPLES OF LEARNING

- A. Students will be able to give an example of classical and operant conditioning not provided in the text in which the following terms are identified: unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response.
- B. Describe how experimental extinction, spontaneous recovery, discrimination, generalization, positive and negative reinforcements, intermittent reinforcement, and secondary reinforcement occur in classical and operant conditioning.
- C. State at least four factors in cognitive learning and evaluate Bandura's bobo doll study.
- D. Explain what is meant by insight learning and how it differs from other kinds of learning.
- E. Students should be able to state the case for the use of reward and/or punishment. Have them examine behavior modification programs such as token economies used commonly in institutional settings including classrooms and evaluate their merits.
- F. Choose at least three different behaviors that you do, such as studying, playing an instrument or a sport. Determine the reinforcement for each of these behaviors. Choose behaviors that you've had for a year or more and that occur rather frequently. Do any of these behaviors have more than one reinforcement? Are any of them maintained by the same reinforcement?
- G. Do you have a pet that has some behavior that you dislike? Remove the behavior by using the principles of operant conditioning. Remember not to cause the animal any physical pain. You might scold your pet when it shows undesirable behavior and reward it when it behaves the way you would like. Keep an accurate record of your activities and the responses of your pet. Then write a reflection on the procedures and outcomes.
- H. Demonstrate Pavlov's classical conditioning by telling an elaborate story of Pavlov's experiment (referring to Pavlov repeatedly) while having students taste a sour lemonade powder each time the name "Pavlov" is used. Then repeat Pavlov a few times without students tasting the powder and some will experience salivation.
- I. Demonstrate shaping by having a student leave the room while the class selects a task for the student to perform (example - open a window in the back of the room). Use clapping to reinforce the student for moving toward approximations of the behavior.
- J. Describe examples of operant conditioning and punishment in your own life and identify the principle used. Consider relationships with parents, teachers, and friends. Using examples of operant conditioning, punishment, and social learning, have students evaluate them considering their ethical use and effectiveness.
- K. Select one particular behavior of your own that you would like to change - for example, biting your fingernails. Over a specific period of time, such as a week or two, try to end this specific behavior. Keep a record of what time of day you do this behavior, each time you do it, and the frequency with which it occurs. You might begin by trying to determine what acts as a reward for this behavior. At the end of the time period you selected, compare your record of the frequency of the behavior with the frequency on the first day or two. Do you think it is more effective to get rid of the behavior through reward or punishment?

Additionally, make use of the activities suggested in the text and in the teacher's guide.

Materials and Resources

Print:

Rathus, Spencer A. Psychology: Principles in Practice (2010)

Digital:

[PDF: Chapter 6](#)

APA/TOPSS: [Learning](#)

[Fearless Albert and Fearful Peter PDF](#)

Video:

Annenberg Learner: [Learning](#)

[Exposure Therapy: Cure phobia of roaches](#)

[Albert Bandura: Bobo Doll Experiment](#)

[The Office \(Dwight—altoids\)](#)

[Big Bang Theory \(chocolate, reinforcement\)](#)

Unit VI

Lifespan Development

Mastery Objective

Physical, cognitive, and social development across the lifespan will be the focus of this unit.

Unit VI: LIFESPAN DEVELOPMENT

CONTENT

At the conclusion of study of this unit, students will be able to:

I. TOPIC 1- INFANCY AND CHILDHOOD

- A. Distinguish methods used to study development
- B. Explain the normal pattern of development of individual growth and behavior

II. TOPIC 2 - PHYSICAL DEVELOPMENT

- A. Identify key features of physical and perceptual development from prenatal through older adulthood
- B. Describe the role of sensitive and critical periods in development

III. TOPIC 3 - SOCIAL DEVELOPMENT

- A. Identify key features of social development from prenatal through older adulthood
- B. Analyze the importance of attachment including separation and stranger anxiety

IV. TOPIC 4 - COGNITIVE DEVELOPMENT

- A. Identify key features of cognitive development from prenatal through older adulthood
- B. Research key stage theorists approach to lifespan development: Piaget, Kohlberg and Erikson

Instructional Strategies and Concepts

PRINCIPLES OF LIFESPAN DEVELOPMENT

- A. Students generate a two column list of behaviors. In the left hand column students record behaviors which they believe were inherited from their parents and in the right hand column they record behaviors they possess which were influenced by their environment.
- B. The areas of physical growth and development will be defined and examples provided. The distinction between maturation and learning will be examined. Walking and talking offer a good contrast.
- C. Interview a parent or guardian about your own physical, social and cognitive development and use that information in your Timeline of My Life Project. Students will use Erikson stages of psychosocial development to predict what their life will look like through early adulthood, adulthood and late adulthood
- D. Students watch the video of Harlow's Monkey's experiment and analyze the findings as well as whether the study was ethical or not.
- E. Test Piaget's conservation principles on a young child.
- F. Imagine you have discovered a 12-year old who has been reared by wolves since birth and who appears to have average intelligence. Describe the procedures you would use in helping this person develop appropriate social behavior and speech.
- G. Students take Kohlberg's Moral Development Test and defend their responses.
- H. Students play the role of parent and consider how they would respond to common behavioral problems at different stages of development.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. [Psychology: Principles in Practice \(2010\)](#)

Digital:

[PDF: Chapter 10](#)

APA/TOPSS: [LifeSpan Development](#)

[Project: Timeline of My Life](#)

Videos:

[Body Story: Baby Brain Video](#) (If not used during Brain Unit)

Annenberg Learner: [The Developing Child](#)

Annenberg Learner: [Maturing and Aging](#)

[Genie: The Feral Child](#)

Khan Academy: [Stages of Motor Development](#)

Khan Academy: [Motor Milestones](#)

[Harlow's Monkeys](#)

[The Teenage Brain Explained](#)

UNIT VII

THEORIES OF PERSONALITY

Mastery Objective

This unit will introduce the various theories of personality development and the methods of personality measurement.

UNIT VII: THEORIES OF PERSONALITY

CONTENT

At the conclusion of study of this unit, students will be able to:

I. TOPIC 1 - THE TRAIT APPROACH

- A. Explain the development of personality theory with a focus on Hippocrates, Allport and Eysenck
- B. Analyze the Five Factor Model and discuss the drawbacks and practical implications of the work of trait theorists

II. TOPIC 2 - THE PSYCHOANALYTIC APPROACH

- A. Understand the Freudian approach to personality development including the role of defense mechanisms
- B. Differentiate between other theoretical approaches such as Jung, Adler, Horney and Erikson

III. TOPIC 3 - THE LEARNING APPROACH

- A. Compare Watson and Skinner's Behaviorist approach including socialization's role in personality development to the Psychoanalytic approach
- B. Analyze the Social Cognitive Theory (Bandura) of personality development including personal, environmental and behavioral contributions

IV. TOPIC 4 - THE HUMANISTIC AND SOCIOCULTURAL APPROACHES

- A. Evaluate the Humanist perspective (Maslow and Rogers) on personality development
- B. Analyze how ethnicity, gender, socioeconomic status and culture play in personality development

Instructional Strategies and Concepts

PRINCIPLES OF PERSONALITY DEVELOPMENT

- A. Students will take a personality inventory test and compare the results of their test with their own assessment of their personality. Are personality tests accurate?
- B. Students will take the introvert/extrovert assessment by Susan Cain and discuss whether their traits are in line with the results.
- C. Using class readings, students will show how the following are related to one another in Freud's theory of personality: id, ego and superego.
- D. Students will understand the role of defense mechanisms and be able to apply which defense mechanism is in use during the application activity.
- E. Students will create a running record of the strengths and weaknesses of each of the personality theories studied: Trait, Psychoanalytic, Learning, Humanistic and Sociocultural.
- F. Student groups will apply their knowledge of the various theories of personality development by choosing an individual (real or a movie character) and analyzing their personality using all of the theories discussed.
- G. Write a brief autobiography stressing the events in your life that you believe have especially influenced the development of your personality.

Additionally, make use of the activities suggested in the text and in the teacher's guide.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. [Psychology: Principles in Practice \(2010\)](#)

Digital:

[PDF Chapter 14](#)

APA/TOPSS: [Personality](#), [Personality Theory](#)

[Requirements](#): Example: [Team Essay on Personality](#)

[Values in Action: Strengths Questionnaire and Activity](#)

Video:

Annenberg Learner: [Personality Disorders](#)

[Ted Talk: Susan Cain \(Introvert/Extrovert/Ambivert\)](#)

Susan Cain [Personality Inventory: Are you an Introvert or Extrovert and Why](#)

UNIT VIII

Stress and Health

Mastery Objective

In this unit, stress as a psychophysiological response to the environment will be explored and techniques to cope with stress will be introduced.

UNIT VIII: STRESS AND HEALTH

CONTENT

At the conclusion of this unit, students will be able to:

I. TOPIC I - UNDERSTANDING STRESS

- A. Explain the body's biological response to stress and sources of stress
- B. Understand how personality type (A or B) contribute to stress

II. TOPIC II - STRESS: RESPONSES AND EFFECTS

- A. Analyze Selye's General Adaptation Syndrome
- B. Explain the impact stress has on the immune system

III. TOPIC III - WAYS OF COPING WITH STRESS

- A. Examine the defensive and active coping methods to improve well-being
- B. Explore relaxation and meditation techniques for coping with stress

Instructional Strategies and Concepts

Principles of Stress and Health

- A. Students define stress and differentiate between positive stress (eustress) and negative (distress).
- B. Students analyze a graph with data about student stressor and identify their top three stressors, then connect to their personality type (A or B).
- C. Students will read about Selye's General Adaptation Syndrome and discuss the role that stress plays in each stage: alarm reaction, resistance stage and the exhaustion stage.
- D. Students interview willing friends and family and ask whether stress has affected their immune system and discuss the psychological aspects of disease.
- E. Students will research the burgeoning field of health psychology and write a reaction paper.
- F. Students will read about the current thinking regarding mental health as an excused absence from school and determine whether they support or oppose the issue.
- G. Students use positive psychology principles to improve their own well-being by completing the student well-being project.

MATERIALS AND RESOURCES

Print:

Rathus, Spencer A. Psychology: Principles in Practice (2010)

Digital:

[PDF: Chapter 17](#)

APA/TOPSS: [Stress and Health](#)

Article: [Raising Their Voices](#)

Article: [A Day Off for Mental Health](#)

Project: [Student Well-Being Project](#)

Videos:

Annenberg Learner: [Stress](#)

[How Stress Affects your Body](#)

Additionally, make use of the activities suggested in the text and in the teacher's guide.

**Career Exploration
Psychology – Grades 11-12
Semester Course – Two (2) Lessons**

Lesson 1**Objectives:**

1. Evaluate Career opportunities in the field of psychology.
2. Explain the newest and fastest growing areas in psychology.

Activities:

Discuss and relate a variety of careers to the field of psychology, for example:

1. Human Resources
2. Sports psychology
3. Forensic/criminal psychology
4. Rehabilitative psychology
5. Experimental psychology
6. Health psychology
7. Guidance counselor/school personnel

Note:

Open the lesson with students generating a list of all the psychology related careers they can. Discuss the nature of the work, education required, salary range, and opportunities for employment. As time allows, incorporate current articles, data, and experiments in fast growing areas of psychology.

Lesson 2**Objectives:**

1. Discuss training required in one specific area of psychology.
2. Relate the field of psychology to the addressing of real world problems.

Activities:

Option I: Students pairs/triads complete in-depth research on one specific subfield of psychology. Students create an infographic containing all pertinent information about their selected subfield including but not limited to:

- academic requirements/field work requirements
- a day in the life scenario
- financial compensation
- most interesting/challenging aspects of the job

Option II: Invite a guest speaker who currently works in a field related to psychology. Some examples may include:

1. Professor
2. Guidance Counselor
3. Social Worker
4. School Psychologist
5. Psychiatrist or Psychotherapist

Students should prepare questions in advance. The guest may provide a brief presentation, followed by questions, answers, and discussion.

COURSE REQUIREMENTS PSYCHOLOGY

GRADE: 11-12**LENGTH OF COURSE:** SEMESTER

I. **COURSE CONTENT** - This course will consist of a combination of the following units of study.

A. Introduction to Psychology

1. What is Psychology?
2. History of Psychology
3. Psychological Approaches
4. Subfields of Psychology
5. The Scientific Method
6. Surveys, Samples, and Populations
7. Using Observation for Research
8. Experimental and Ethical Issues

B. Body and Mind

1. The Nervous System
2. The Brain
3. The Endocrine System
4. Heredity

C. Sensation, Perception and Consciousness

1. Understanding Sensation and Perception
2. Vision, Hearing and other senses
3. Perception
4. The Study of Consciousness

D. Sleep and Sleep Disorders

1. Why We Sleep
2. Benefits Of Sleep
3. Sleep Disorders

E. Learning and Cognition

1. Classical Conditioning
2. Operant Conditioning
3. Cognitive Factors in Learning

Course Requirements - Page 2

F. Lifespan Development

1. Infancy and Childhood
2. Adolescence
3. Adulthood

G. Theories of Personality

1. The Trait Approach
2. The Psychoanalytic Approach
3. The Learning Approach
4. The Humanistic and Sociocultural Approaches

H. Stress and Health

1. Understanding Stress
2. Stress Response
3. Coping with Stress

Course Requirements - Page 3

II. **COURSE REQUIREMENTS** - To complete this course successfully, students will be required to demonstrate a satisfactory (or higher) level of proficiency in:

- A. Explaining what is involved in the study of psychology and how it relates to other sciences
- B. Applying psychological methods to the study of human behavior and the various factors that affect it
- C. Formulating, interpreting, and evaluating concepts and generalizations pertaining to personality development and intellectual abilities
- D. Using the vocabulary presented during the course
- E. Understanding the contributions made by various groups and individuals in developing schools of psychological thought
- F. Applying knowledge learned from psychological theory as well as experiments explored to determine whether nature or nurture plays a stronger role in human behavior and development
- G. Employing, reading, writing, research, and speaking skills to demonstrate an understanding of psychology and to communicate that understanding to others
- H. Being aware of significant contemporary issues in psychology and their historical antecedents
- I. Being aware of the applications of this course of study in the use of psychological principles as they apply to the everyday lives of individuals

III. **ASSESSMENTS** - Throughout the length of this course, students will be evaluated on the basis of:

- A. Tests and/or quizzes
- B. Classwork and/or Homework assignments
- C. Read, Research, Writing and Presentation Assignments