



Board/Authority Authorized Course: *Psychology 10*

School District/Independent School Authority Name: <i>Chilliwack School District</i>	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: <i>Dale Geck</i>	Date Developed: <i>April 15, 2018</i>
School Name: <i>Sardis Secondary School</i>	Principal's Name: <i>Dan Heisler</i>
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: One semester- 120 hours

Board/Authority Prerequisite(s):

None, This course option would be open to Grade 10 - 12 students who show an interest in the discipline of Psychology.

Special Training, Facilities or Equipment Required:

The teacher should hold a University degree with some course work in Psychology. A classroom should be provided with an overhead projector and a computer with internet connection that will play DVD's.

Course Synopsis:

The Psychology 10 course is designed to introduce students to the study of behavior and mental processes of humans. Students are exposed to psychological principles in addition to an examination of theories, experiments and research within the field of Psychology. Psychology is fascinating because it is so complex and diverse.

Goals and Rationale:

Psychology 10 is intended to be the precursor course for students intending to take Psychology 11 or AP Psychology 12.

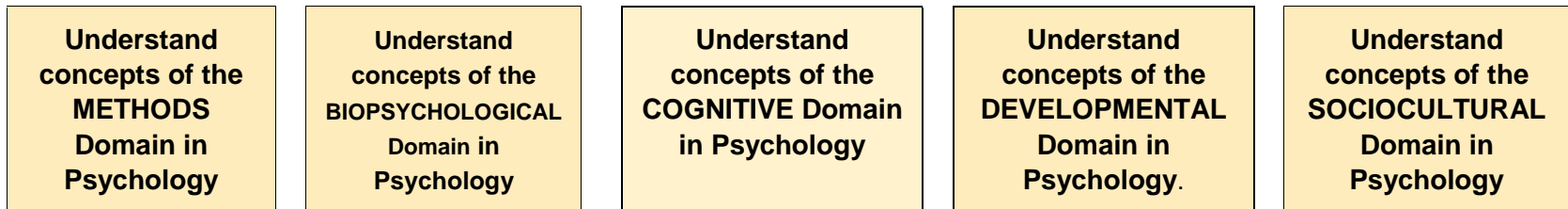
Psychology 10 is an introductory course. There will be an emphasis on personal insight with a minor emphasis on the scientific and theory basis. It is expected that the emphasis of the Psychology 10 course will be activity based. Students will use the content knowledge of the course and apply this knowledge through discussion, and engaging in meaningful activities which may involve the community, the home and the school environment.

Aboriginal Worldviews and Perspectives:

This course would also incorporate the aboriginal value of experiential learning. There is a focus on various cultures, including aboriginal culture. Prejudice, stereotypes, and discrimination are studied in a general sense. Positive Psychology is studied which includes having confidence and self esteem. Psychology studies the well-being of the self, the family, and the community.

Course Name: Psychology 10

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>By the completion of Psychology 10, students will be able to</i></p> <ul style="list-style-type: none"> • Observe/listen accurately. • Apply the psychological perspectives learned in a variety of activities throughout the course. • Improve in the ability to interact effectively with others. • Use psychological concepts meaningfully to explain behaviour in oral and written activities. • Demonstrate ability to use technology to enhance analysis and communication. • Interact appropriately with others in interpersonal and group contexts. • Develop the ability to understand issues from diverse points of view • Understand the values of the discipline of psychology through application. • Demonstrate enhanced curiosity about understanding people. • Recognize the breadth and complexity of behaviour and mental processes • Recognize the need for scientific explanations of behaviour. • Recognize the importance of lifelong learning to improve adaptability. • Acknowledge the role of psychology in promoting human welfare. • Appreciate how culture provides a context for learning and producing behaviour. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Identify the various perspectives used to view behaviors • Identify techniques used to gather information about behavior and how to analyze the information • Identify parts of the nervous system, endocrine system, the brain, and the senses • Identify sources of stress, and reactions to stress • Identify theories of sleep, the effects of sleep deprivation, and sleep disorders, as well as dreams • Understand states of consciousness and theories of hypnosis, as well as its uses in psychology. • Understand psychoactive drugs and their effects • Understand types of memory and memory techniques • Understand types of intelligence and intelligence testing • Understand the stage theories of development-cognitive, psychosocial, and moral theories • Understand issues surrounding the developmental process, and the influence of technology on the quality of life • Understand social dimensions of behavior, group processes and social influence. • Understand common characteristics of abnormal behavior and the major categories.

Big Ideas – Elaborations

- 1. Methods Domain-** This includes contemporary perspectives used by psychologists to understand behavior and mental processes, and how these perspectives developed, as well as research strategies and statistics used to analyze information.
- 2. Biopsychosocial domain-** This includes the structure and function of the neuron, nervous system and the endocrine system, the brain, the basic concepts of sensation and perception, states of consciousness, sources and effects of stress, sleep and dreams, hypnosis, and psychoactive drugs.
- 3. Cognitive Domain-** This includes how we process information, forget information, processes of learning and principles of both classical and operant conditioning, memory techniques, and intelligence, as well as intelligence testing.
- 4. Developmental Domain-** The study of nature/nurture, theories of development, physical, emotional, cognitive, and moral development over the lifespan, as well as the impact of technology on aspects of the lifespan.
- 5. Sociocultural Domain-** This includes the study of communication, social thinking and social influence, social relations, and the psychology of culture, as well as perspectives on personality. This includes an introduction to psychological disorders, anxiety and mood disorders, and personality disorders.

Curricular Competencies – Elaborations

The curricular competencies for this course are:

- psychological perspectives-** a branch of psychology that focuses on diagnosing and treating mental, emotional, and behavioral disorders
- ability to interact-** Ability to effectively communicate, understand, and empathize
- psychological concepts-** a variety of theories to explain the degree to which biological factors are primary influences or whether environmental and ecological factors provide better explanations
- use technology-** Used skillfully, it can improve and enhance our lives
- diverse points of view-** the situations in our day-to-day lives may differ in many ways, such as their ethnic identity, sex, cultural background, economic status, political affiliation, or religious belief
- enhanced curiosity-** to appreciate the importance of the interest affect and the exploratory behaviors which accompany it
- complexity of behavior-** studying cause and effect relationships concerning behavior
- scientific explanations-** uses observations and measurements to explain something we see in the natural world.
- lifelong learning-** learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world round us
- promoting human welfare-** working to mobilize psychological research and experience to better human health and welfare.

Content Elaborations:

The content for this course is largely defined by:

Perspectives- viewpoints from which psychologists view and analyze behavior

Techniques- research tools available to psychologists seeking knowledge

Sources- a place, person, or thing from which something such as stress comes from or can be obtained

Theories- reasons why we sleep

States of consciousness- are induced **states of consciousness** and include hypnotic **states**, meditative **states**, and drug-induced **states**

Types of memory- sensory memory, short term, and long term memory, as well as other types of memory will be discussed

Types of intelligence- the relationship between different types of intelligence

Theories of development- Theories of several psychologists on how humans develop cognitively, psychologically, and morally

Technology- the branch of knowledge that deals with the creation and use of technical **means** and their interrelation with life, society, and the environment,

Social dimensions- numerous ways to describe and explain human activity and behavior, and how such accounts shift significantly across time and culture.

Common characteristics of abnormal behavior- know criteria that distinguishes normal from disordered behavior

Recommended Instructional Components:

- Direct instruction
- Indirect instruction
- Demonstrations
- Interactive instruction
- Independent instruction
- Modelling
- Practical creativity (portfolio, brochures, posters, presentations, etc.)
- Brainstorming
- Critical thinking
- Reading and writing
- Cooperative group work
- Videotape
- PowerPoint presentations
- Analysis of commercial film and video works
- Self checklists
- Reflections
- Analyzing case studies
- Field experiments (surveys, etc.)

Recommended Assessment Components:

Formative assessment will be ongoing through clear criteria, checklists, rubrics, questions and quizzes. There will be ongoing peer and self-assessment. Quizzes will primarily help with understanding of the material

Knowing and Understanding

<i>In class assignments/Checklists/Reflections</i>	<i>33.3%</i>	<i>Applying the information learned</i>
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Understanding and Doing

<i>Classwork/Notes/Assignments/Projects</i>	<i>33.3%</i>	<i>Focused on learning procedures and understanding of material</i>
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<i>Tests/ Quizzes/Exams</i>	<i>33.3%</i>	<i>For testing understanding of knowledge taught</i>
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Learning Resources:

Resources Required:

Thinking About Psychology: The Science of Mind and Behavior- third edition (Blair-Broeker/Ernst)

Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)

Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)

Teaching of Psychology (the journal of American Psychology teachers from high school through college level)

The Critical Thinking Companion: For Introductory Psychology 2nd Edition

Multimedia Resources:

Blair-Broeker/ Ernst - PowerPoint Notes

Digital Media Archive: For Psychology

Video (DVD) Resources:

The Mind Series 2nd Edition

Psychology: The Human Experience

Discovering Psychology Series updated edition

The Brain Series Teaching Module 2nd Ed.

Scientific American Frontiers Series 2nd Edition

Additional Information:

None