



## Board/Authority Authorized Course – Psychology 11

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD33
<b>Developed by:</b> Steve Anderson, Paula Aquino, Dale Geck	<b>Date Developed:</b> February 21, 2019
<b>School Name:</b> Chilliwack Secondary School; G. W. Graham Secondary School; Sardis Secondary	<b>Principal's Name:</b> Brian Fehlauer; Chuck Lawson; Dan Heisler
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Psychology 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> One semester – 120 hours

### Board/Authority Prerequisite(s):

Recommended: Foundations of Psychology 11 (if offered). This course would be open to Grade 11-12 students showing an interest in 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:

Psychology 11 expands on and explores psychology concepts at a deeper level of thinking and awareness. Students will apply psychological approaches to explain behaviour; evaluate findings, research, contributions, and theories of major figures in the field; and become conversant in the language of psychology. Students will be encouraged to assess how learnings relate to themselves and others and how they enhance their understanding of human thinking and behaviour.

### Goals and Rationale:

Psychology 11 provides a more in-depth look at various concepts and applications of psychology. Students will be provided with more opportunities to reflect and critically evaluate research, findings, and figures in the field of psychology and analyse their influence on various aspects of society and culture, including personally, in their families, their community, and society. It is desired that students will gain greater understanding of themselves and others, and the application of this knowledge will improve their self-concept and relationships, as well as provide insights that will be beneficial in future involvement in work and family life. Psychology 11, along with Psychology 12 will also provide students with a foundation in psychology that will contribute to their understanding if they continue to take psychology courses at a post-secondary level.

### **Aboriginal Worldviews and Perspectives:**

Links to aboriginal worldviews and perspectives in this course will also include:

- 1) Experiential learning, using case studies, experiments, and various activities to explore psychology concepts and applications.
- 2) Honouring the stories and traditions of the students in the course and the cultures we talk about.
- 3) Learning about and respecting cultural differences that are part of environmental influences on development, including those of Aboriginal ancestry in Canada. This may include effects of prejudice, stereotypes, and discrimination; the influence of residential schooling on Aboriginal peoples in Canada; influence of family and community attitudes; differing child rearing beliefs and practices; etc.
- 4) Respecting that learning takes time, patience and practice, and that knowledge and skills in applying that knowledge will build and develop throughout the course.

### BIG IDEAS

<p>The science of psychology informs our understanding of behaviour and <b>mental processes</b>.</p>	<p><b>Physiological structures, functions, and processes</b> influence our perceptions and behaviour.</p>	<p><b>Environmental, social, cultural, and biological factors</b> interact to influence behaviour and mental processes.</p>	<p>Memory, thinking and intelligence affect many aspects of everyday life.</p>	<p>Understanding variations in personality, motivation, and emotions can promote appreciation and acceptance of self and others.</p>	<p>A variety of strategies can help individuals and families prevent and/or cope with psychological disorders and life challenges.</p>
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### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use inquiry processes &amp; skills to ask questions; gather, interpret, and analyse information and ideas; and communicate findings and decisions</li> <li>• Assess the significance of <b>people, theories</b> and <b>developments</b> in psychology</li> <li>• Develop <b>criteria</b> and evaluate the credibility and justifiability of information, evidence, and interpretations</li> <li>• Infer and explain different perspectives on people, ideas, theories, or developments in psychology</li> <li>• Analyse the significance of <b>nature</b> and <b>nurture</b> on development</li> <li>• Assess the interrelationship of physiology, cognitive processes, and behaviour</li> <li>• Make reasoned ethical judgments about people, cultures, theories, ideas, or developments and determine appropriate ways to respond</li> <li>• Apply ideas and theories of psychology to improve <b>aspects of their lives</b> or others'</li> </ul>	<p><i>Students are expected to know at least 8 subtopics related to any of the following:</i></p> <ul style="list-style-type: none"> <li>• Scientific inquiry in the field of psychology: <b>history, perspectives, research strategies, statistics</b></li> <li>• Biopsychology: the <b>brain, sensation, perception, consciousness</b></li> <li>• Life-span development: prenatal development, infancy, childhood, adolescence, adulthood, aging, death, language development</li> <li>• Learning: classical conditioning, operant conditioning, observational learning, modeling</li> <li>• Sociocultural aspects of psychology: <b>social psychology</b>, the impact of nature and nurture, culture and <b>gender</b></li> <li>• Cognitive psychology: memory, thinking, intelligence</li> <li>• Individual variations: theories of personality, motivation, emotion, psychological disorders</li> <li>• Applications of psychological science: treatment of psychological disorders (counseling and biomedical therapies), stress, health</li> </ul>

## Big Ideas – Elaborations

- **mental processes:** thinking and/or perceptions
- **physiological structures, functions, and processes:** e.g., neurons; neurotransmitters, the nervous and endocrine systems; brain structures; visual, auditory, taste, touch, smell, and kinesthetic senses
- **environmental, social, cultural, and biological factors:** nature (genetics and biology) and nurture (influences and learning from the environment (e.g., home, family, friends, community, media, culture) throughout the lifespan)

## Curricular Competencies – Elaborations

- **people:** e.g., Piaget, Kohlberg, Erikson, Bandura, Freud, Maslow, Rogers, Watson, Seligman, Ebbinghaus, Binet, Wechsler
- **theories:** e.g., psychological theories related to lifespan development (e.g., Erikson's theory of social development, Kohlberg's theory of moral development), personality (e.g., Freud, Jung, Adler, Maslow, Rogers, Bandura), motivation (e.g., Yerkes-Dodson Law, arousal theory, homeostasis, intrinsic, extrinsic, achievement motivation), emotion (e.g., James-Lange, Cannon-Bard, Schachter), learning (e.g., classical conditioning, operant conditioning, observational learning), intelligence (Gardner's multiple intelligences, Sternberg's Triarchic theory, emotional intelligence)
- **developments:** e.g., pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on memory or aggression
- **criteria:** e.g. Who did the research? Who paid for the research? How large was the sample size? How were the terms defined? Was the research able to be replicated?
- **nature:** genetic influences
- **nurture:** environmental influences (family, friends, peers, community, culture, media, etc.)
- **aspects of their lives:** e.g., brain function, memory, thinking, relationships, communication, use of technology, performance (sports, arts, academic, other)

## Content – Elaborations

- **perspectives:** e.g., biological, cognitive, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- **research strategies:** e.g., observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- **statistics:** e.g., mean, median, mode, correlation coefficient, standard deviation
- **brain:** e.g., neurons, neurotransmitters, nervous and endocrine system, hemispheres, lobes
- **sensation:** e.g., sight, hearing, taste, touch, smell, kinesthetics
- **perception:** how we interpret information from the senses

## Content – Elaborations

- **consciousness:** e.g., sleep, dreaming, legal and illegal drugs that may affect consciousness, hypnosis
- **social psychology:** communication, attribution theory, attitudes and behaviour, social thinking, social relations, stereotypes, prejudice, discrimination, cultural influences on thinking and behaviour, including Aboriginal culture
- **gender:** influences and/or perceptions related to gender (male/female roles and responsibilities, media messages, masculinity/femininity)

### Recommended Instructional Components:

- Direct and indirect instruction
- Demonstrations (e.g., a 3- or 4-year old child demonstrating aspects of pre-operational thought as defined by Piaget)
- Interactive instruction
- Independent instruction
- Modelling
- Creative applications of course concepts (brochures, posters, videos, songs, comic strips, stories, role-play, etc.)
- Brainstorming
- Critical reflection on articles, theories, applications, and current research related to psychology (e.g., the effect of technology use on memory; the relationship between media violence and aggression, long-term effects of childhood trauma)
- Reading, writing, journaling, reflecting
- Cooperative group work
- PowerPoint presentations
- Analysis of commercial film and video works
- Self-reflection, quizzes, and checklists (e.g., What is Your Explanatory Style? How Optimistic are You? The Big Five Personality Assessment, etc.)
- Case studies
- In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, effects of violating social norms (in school-appropriate ways), etc.)
- Guest speakers (Creative Centre Society, psychologist, school counsellor, youth care worker, UFV psychology professor, etc.)

### Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- student projects and learning opportunities:
  - researching and presenting psychological disorders: symptoms, prevalence, duration, possible treatments
  - exploration and critical analysis of current issues related to psychology (e.g., does confirmation bias affect voter choice, possible effects of heavy social media use, implications of positive psychology and authentic happiness approaches, etc.)
  - evaluation of environmental effects on child development (e.g., secure and insecure attachment; impact of parenting styles)
  - analyzing personal applications of concepts (e.g., which theory of motivation best explains your approach to education, to a hobby or sport, etc.; explain your personality with reference to personality theories; explain environmental influences on your personal development, apply operant conditioning techniques to change a personal habit or behaviour)

- creating a question or hypothesis and developing an experiment or research study to find an answer (is there a relationship between personality and preferred style of music; can meditation techniques improve concentration; does caffeine affect memory)
- developing psychological profiles of individuals
- teacher-developed rubrics and assessments
- case studies
- peer assessment
- self-evaluation, including student-created rubrics
- communication of learning and progress with parents (interim, term, and semester)

### **Learning Resources:**

Resources will vary from school to school, but may include:

Thinking About Psychology: The Science of Mind and Behavior- second, third, or fourth 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, 2<sup>nd</sup> Edition

Thinking About Psychology: The Science of Mind and Behaviour, Teachers' edition (Blair-Broeker/Ernst)

Thinking About Psychology: The Science of Mind and Behaviour, Teacher resource materials

Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-5)

Character Strengths and Virtues, Christopher Peterson and Martin Seligman

Authentic Happiness, Martin Seligman

### **Multimedia Resources:**

Blair-Broeker/ Ernst - PowerPoint Notes

Digital Media Archive: For Psychology

Thinking About Psychology: The Science of Mind and Behaviour, test bank

### **Video (DVD) Resources:**

*The Mind Series* 2<sup>nd</sup> Edition

*Psychology: The Human Experience*

*Discovering Psychology Series*, updated edition

*The Brain Series*, Teaching Module 2<sup>nd</sup> Ed.

*Scientific American Frontiers Series*, 2<sup>nd</sup> Edition

*Psychology Video Tool Kit*

### **Additional Information:**

None.