



Board/Authority Authorized Course – Foundations of Psychology 11

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

Board/Authority Prerequisite(s):

None. This course would be open to all Grade 10-12 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:

Foundations of Psychology 11 will introduce students to the vocabulary, personalities, concepts and theories that form the basis for introductory psychology. In the process students will be presented with opportunities to reflect, consider, and evaluate how psychological perspectives can help them better understand themselves and others. They will also develop strategies that will contribute to an improved sense of mental well-being and help equip them to face life's challenges.

Goals and Rationale:

Foundations of Psychology 11 is an introductory course that is meant to prepare students for the more in-depth content and applications in Psychology 11, Psychology 12 or AP Psychology 12. There will be an emphasis on personal insight with a minor emphasis on the scientific and theory basis of psychology. It is expected that the course will be activity based. Students will use the content knowledge of the course and apply this knowledge through discussion and engagement in meaningful activities which may involve the school environment, the community, and the home.

Aboriginal Worldviews and Perspectives:

This course incorporates the aboriginal value of experiential learning. Some topics covered are discussed in the context of various cultures, including aboriginal culture. Prejudice, stereotypes, and discrimination are studied in a general sense, and students will be encouraged to consider personal, family, and community attitudes and influences, including the influence of residential schooling on Aboriginal peoples in Canada. Positive psychology and authentic happiness will be considered and the role these approaches play in the development of confidence, self-esteem and the well-being of self, family, and community.

BIG IDEAS

<p>The science of psychology informs our understanding of behaviour and mental processes.</p>	<p>Physiological structures, functions, and processes influence our perceptions and behaviour.</p>	<p>Environmental, social, cultural, and biological factors 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 be able to do the following:</i></p> <ul style="list-style-type: none"> • Use inquiry processes & skills to ask questions; gather and interpret information and ideas; and communicate findings and decisions • Recognize the significance of people, theories and developments in psychology • Develop criteria and assess the credibility of sources of information • Recognize that issues in psychology have diverse points of view • Assess the significance of nature and nurture on development • Explain the interrelationship of physiology, cognitive processes, and behaviour • Apply ideas and theories of psychology to improve aspects of their lives 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Perspectives that influence areas of psychology • Research strategies that may be used by psychologists • How variations and damage to physical structures affect cognition, behaviour, and consciousness • Sociocultural aspects of psychology (adapted from Psychology 11 and 12) • Cognitive aspects of psychology (adapted from Psychology 11 and 12) • Issues and coping strategies related to psychological disorders, stress, and health • Applications of psychological theory to society

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, Watson, Seligman, Ebbinghaus
- **theories:** e.g., psychological theories related to lifespan development (e.g., Piaget's theory of cognitive development, Kohlberg's theory of moral development), personality (e.g., Freud, Horney, Adler, Rogers, Bandura), motivation (e.g., Yerkes-Dodson Law, homeostasis, intrinsic, extrinsic, achievement motivation), emotion (e.g., James-Lange, Cannon-Bard, Schachter), learning (e.g., classical conditioning, operant conditioning, observational learning)
- **developments:** pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on the brain, etc.
- **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, use of technology, performance (sports, arts, academic, other)

Content – Elaborations

- **perspectives:** biological, cognitive, behavioural, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- **research strategies:** observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- **physical structures:** e.g., the various parts of the brain; vision, hearing and other sensory systems
- **sociocultural aspects:** e.g., social psychology concepts such as: communication, attribution theory, the influence of attitudes on behaviour and of behaviour on attitudes, social thinking, social relations, stereotypes, prejudice and discrimination, psychology and culture, including Aboriginal culture, the impact of nature and nurture (attachment theory, parenting styles, classical and operant conditioning, observational learning), culture, gender
- **cognitive:** e.g., memory, thinking, intelligence
- **applications:** e.g., ways humanistic perspectives have influenced education over time; the use of classical conditioning in social media and/or advertising; ways self-image and perceptions are influenced by media messages and images; operant conditioning techniques in the justice system and their effectiveness; the development of pessimistic explanatory styles and strategies to counteract this; developing a growth mindset; parenting styles and possible effects

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; do video games make people violent?)
- 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.)
- Analyzing case studies
- In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, 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 reports on psychological disorders
 - exploration and critical analysis of current issues related to psychology (e.g., is there a relationship between depression and use of social media in teens?)
 - 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.; which theory of personality do you think best explains you?; explain environmental influences on your personal development)
 - creating a question or hypothesis and developing an experiment or research study to find an answer
- 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, 2nd 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, 5th 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 2nd Edition

Psychology: The Human Experience

Discovering Psychology Series, updated edition

The Brain Series, Teaching Module 2nd Ed.

Scientific American Frontiers Series, 2nd Edition

Psychology Video Tool Kit

Additional Information:

None.