



Board/Authority Authorized Course Framework

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| School District/Independent School Authority Name: Langley | School District/Independent School Authority Number (e.g. SD43, Authority #432): |
| Developed by: Dawne Tomlinson (Adapted from Surrey Schools) | Date Developed: January 18, 2019 |
| School Name: | Principal's Name: Dawne Tomlinson, Instructional Services |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Psychology 12 | Grade Level of Course: 12 |
| Number of Course Credits: 4.0 | Number of Hours of Instruction: 120 (30 hours instruction time, 90 hours experiential learning) |

Course Synopsis:

Psychology 12 builds on the knowledge and tools gained in Psychology 11. The primary focus of this course is to extend students learning about human behaviour and mental processes across contexts, both private and public. It examines how theories have practical, real-life applications. The course is designed with university/college bound students in mind and includes lessons and discussions about how the study of Psychology can help one in the future.

Goals and Rationale:

The goal is to introduce students to the how and why of human thought and behaviour with an emphasis on regularly connecting what they have learned to their daily lives. With a student-centered approach, Psychology 12 allows students the chance to discuss, collaborate and present. Critical thinking is at the core of this class. Since the focus of this course is to introduce students to the

whys and hows of human behaviour, it is only natural that they should look at their own thoughts and behaviours in order to understand the concepts. An understanding of early experiences and their impact on human development or trajectories leads to an

enhanced understanding of self and others, allowing for a more thoughtful, responsive approach to real-world challenges, small and large.

An understanding of self and where one fits in the larger context is more important today than ever before. Students are faced with an enormous amount of pressure to compete and succeed in school and beyond. The changing landscape of learners in the post-secondary world has helped to contribute to that pressure. We know also from recent neuroscience research that influences of technology, social media (and related activities) are changing the teenage brain (Rosen, Whaling, Rab, Carrier & Cheever, 2013). Further research shows that there is a high positive correlation to increased levels of mental illness and disorders due to this changing landscape. It is therefore imperative that if we are to teach Psychology that we must help our students understand what is happening in their brains and how, due to its plasticity, they can change their own brains.

Given this context, this course will focus on continually fostering a sense of self and cultural identity. Teens will be able to appreciate their own role in their learning and be empowered through their learning to see that their perceptions of their own abilities and, in contrast, their inabilities (self-doubts and anxieties) are actually the result of a changing world. Further, they will learn that they have the power to change their thoughts and behaviours through discussions, research and presentations.

Students can apply the skills they learn in Psychology to a wide range of post-secondary programs or in future careers. The disciplines within Psychology develop students' abilities to think critically, analytically and solve problems. Students will have opportunities to conduct quantitative and qualitative research and learn how to collect and interpret data. They will learn to communicate their findings through a variety of methods such as written reports, oral presentations, graphics, and statistics. Studying human interactions and the relationship between humans and the environment can lead to a variety of different careers, such as ones in medicine, the arts, research, marketing, law, and public service.

Students will have opportunities to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, examine their own biases and assumptions, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view.

Students are expected to:

- develop an understanding of the interaction between humans and the environment, and its biological, psychological, and social influences
- develop the competencies needed for participation in society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- develop an understanding of the connections between the past, present, and future and the people, events, and trends that have shaped the development and evolution of societies, especially our own.
- develop an understanding of how thoughts and behaviours are made at the level of the individual and the group.

- create and respond to research in the field using inquiry, critical thinking, and problem-solving skills to deepen their awareness of self, others, and the world.
- recognize the value of a variety of cultural perspectives and explore current and past practices to form their own identity and cultural heritage, as well as those from others.
- Pursue a lifelong interest in the field and empower them to navigate life challenges and be successful in their future endeavors.

Aboriginal Worldviews and Perspectives:

Psychology 12 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is understanding identity and one's relationship with the external environment
- Learning requires exploration of one's own identity.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning involves the teacher as facilitator of a student-centered course
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

BIG IDEAS

BIOLOGICAL

Knowledge of **biological** functions of the human brain and body is integral to our understanding of ourselves and our interactions with others

PSYCHOLOGICAL

Understanding of **psychological** concepts and theories help us to understand phenomena across contexts, both personal and social

SOCIAL

Social emotional learning equips us with the ability to recognize and develop skills to interact with others

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a topic or problem of biological, psychological, or social importance • Make observations aimed at identifying their own questions, including increasingly critical ones about themselves and their relationships with the world • Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions to extend thinking • Collaboratively and individually plan, select, and use appropriate investigation methods, including fieldwork, to collect reliable data (qualitative and quantitative); assess risks and address ethical, social and cultural issues associated with their proposed methods • Evaluate the relevance, accuracy, and reliability of texts • Use information from a variety of sources for diverse purposes • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Stress and its impact on health; management/coping strategies and therapies • Dynamics of the group and its impact on human behavior; study of how the presence of others or membership to others affect attitudes, beliefs, and actions • Theories of personality - introduction, theories and assessment • Theories of love and attraction - an examination of the complex, wide-ranging behavior/emotions in the context of interpersonal relationships, including LGBTQIA ; the neuroscience behind pair-bonding. • Psychological disorders: understanding various mental disorders including causes, symptoms, predisposing factors, and treatment; learning to recognize the myths and stigmas of mental illness • Criminal behavior versus altruistic behavior and understanding of role of psychological factors • Media literacy - encouraging critical reflection on the social, political and cultural impact of North American mass media on its viewers/consumers |

- Recognize and appreciate the role of story, narrative, and oral tradition, including First Peoples' perspectives, values, beliefs, and points of view

- **States of consciousness** - understanding the role of Freud and biopsychosocial theories on sleep and dreams. Altered states of consciousness explored.

Content – Elaborations

Stress and its impact on health; management/coping strategies and therapies

- Understanding stress, its sources, and its effects
- Freud's defense mechanisms in understanding people's reflexive behaviors under stress
- Stress and illness- cancer, cardiovascular disorders, PTSD
- Health psychology and stress management - cognitive appraisal and coping, resources in community

Dynamics of the group and its impact on human behavior; study of how the presence of others or membership to others affect attitudes, beliefs, and actions

- Role of aggression, prejudice and stereotypes
- Locus of control; role of anonymity
- Conformity and obedience (experiments by Asch, Milgram, Stanley)
- Role of implicit association (Harvard)

Personality theories

- Introduction to trait theories and the Five Factor Model
- Psychoanalytic and psychodynamic theories- Freud, Neo-Freudians
- Humanistic theories, Rogers, Maslow
- Social-cognitive theories- Bandura, Rotter
- Biopsychosocial models
- Personality assessment- measuring personality and evaluating assessments

Theories of love and attraction- an examination of the complex, wide-ranging behavior/emotions in the context of interpersonal relationships; the neuroscience behind pair-bonding

- Neuroscience behind attraction
- Theories of symmetry in attraction
- Gender and sexuality
- Science of flirting and understanding nonverbal cues
- Sternberg's theory of love
- Social theories of love styles: eros, storge, mania, pragma, agape, etc.

Content – Elaborations

Psychological disorders: understanding various mental disorders including causes, symptoms, predisposing factors, and treatment; learning to recognize the myths and stigmas of mental illness

- Identifying, explaining, classifying abnormal behavior
- Anxiety disorders- five major disorders
- Mood disorders- understanding and explaining
- Neurosis and psychosis- understanding differences and examples, i.e. OCD vs Schizophrenia
- Comorbidity of mental illness and addiction
- Therapy: psychodynamic, cognitive, behavioral, humanistic, biopsychosocial, biomedical (psychopharmacology)

Criminal behavior vs altruistic behavior

- Crime trends and statistics
- Observational learning- prosocial and antisocial models
- Psychopathy and sociopathy (mythbusting; prosocial psychopathy -Dr. James Fallon)
- Domestic battery and abuse
- Theories of morality and altruism (why we help)
- Bystander effect (why we do not help)

Media literacy-encouraging critical reflection on the social, political and cultural impact of North American mass media on its viewers/consumers

- Impact of exposure to advertisements, music videos, social media platforms on people's behaviors and attitudes
- Influence of technology on mental and emotional well-being

States of consciousness

- understanding consciousness- levels of awareness
- sleep and dreams - circadian rhythms, stages of sleep, theories of why we sleep and dream, sleep disorders
- psychoactive drugs - understanding and categorizing psychoactive drugs
- meditation and hypnosis

Recommended Instructional Components:

- Encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- Acknowledge the social nature of learning
- Tailor flexible groupings to enhance engagement and learning
- Allow for both physical and virtual collaboration
- Support the personal aspect to learning
- Differentiate content, processes, and products
- Promote risk-taking, wonder and curiosity
- Build connections across and within areas of knowledge
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer- assessment
- Inspire and stretch student thinking
- Promote student engagement
- Reflect the relationships between emotion, motivation and cognition
- Connect learning to the local and global communities
- Provide opportunities for students to share learning and reflect
- Utilize technologies and other tools in purposeful ways
- Involve explicit and intentional teaching
- Make learning visible, open, and transparent.

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

- Psychology in Action Karen Huffman 10th ed 2012
- Psychology David Myers 12th ed 2015
- Ted talks in Education and psychology
- Big think.com
- Crash Course Psychology
- Asapscience.co
- Scientific American mind online subscription
- Psychologytoday.com
- 16personalities.com

- IAT Test- implicit.harvard.edu