



Board/Authority Authorized Course: **Lifeology 11**

School District/Independent School Authority Name: Cowichan Valley SD#79	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79
Developed by: Kelsey Bell & Lori Hryniuk	Date Developed: June 4 th , 2019
School Name: Chemainus Secondary School	Principal's Name: Lori Hryniuk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lifeology	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: Social Sciences	Course Code: YSSC-1A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

This course introduces the theories, questions and issues that are the major concerns of psychology, and sociology. Students will develop an understanding of the way social scientists approach topics they study and the research methods they employ. Students will be given opportunities to explore theories form a

variety of perspectives and to become familiar with current thinking on a range of issues. Students will demonstrate their learning through project-based learning.

Goals and Rationale:

This course is designed to develop within the student the skills and understanding that make it possible for more effective living in our world today. The student will focus on the scientific approach to understanding human behavior so that they may appreciate more fully the reasons that underlie one's own actions as well as others.

Indigenous Worldviews and Perspectives:

Learning is embedded in memory, history, and story

- Providing learners with opportunities to share their stories, and their voices
- Providing learners with the opportunities to listen to and connect with the stories of others

Learning requires exploration of one's identity.

- Creating safe opportunities for learners to articulate and express their developing identities.
- Recognizing that "culture" is a complex construct and that learners usually identify with many cultural contexts (including, but not being limited to, heritage).

Learning involves recognizing the consequences of one's actions.

- Providing learners with appropriate levels of autonomy and choice. This might include some choice in what they learn, in how they learn, and in how they represent what they have learned.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

- Integrating family (including extended family) and community members into the learning experiences.
- Using humour.
- Including experiential learning.
- Creating collaborative and cooperative learning opportunities.
- Providing multiple ways for learners to represent their learning.

BIG IDEAS

<p>The connections between self, society, and the natural world are essential to healthy living</p>	<p>The connection between mind and body is complex and both observable and internal</p>	<p>By developing self-awareness, we discover who we are and how we fit into this world</p>	<p>Draw connections between human behaviors and sociological and psychological theories</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"> • Respond and reflect on a variety of things they do, read, and view • Explore their personalities through a variety of activities • Explore, create, and share new understanding of self and others • Research, Identify, describe, and explain various forms of therapy • Distinguish between the concepts of typical and atypical behaviours and thoughts • Explore and investigate a variety of learning applications and theories • Summarize and compare theories • Inquire about the different approaches to healthy living (mental, physical, and spiritual) • Describe and discuss a variety of sociological and psychological perspective from dream theory to effects of stress 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Psychological theories and self • Sociological theories and self • Psychology and Sociology contributes to society • Careers available and specialized fields in Psychology and Sociology • Stereotypes and human diversity with an emphasis on Indigenous Peoples • Better understanding of obedience • Understanding of deviance • Race, gender, and sexuality • Mental, physical, and spiritual wellness

Big Ideas – Elaborations

Natural world: The world round us occurring naturally, not man-made

Healthy living: The practices and behavior related to sustaining a positive mental, emotional, and physical condition

Observable: Able to be noticed or perceived; discernible

Internal: Within an individual's mind

Self-awareness: Conscious knowledge of one's own character, feelings, motives, and desires

Curricular Competencies – Elaborations

Atypical Behaviours: A psychological condition or behaviour that departs from the norm or is harmful and distressing for the individual or those around them. These types of behaviours usually violate what society feels is appropriate.

Dream Theory: a theory of dreams in which dreaming is considered to be a cognitive process. It is argued that a dream was simply a thought or sequence of thoughts that occurred during sleep, and that dream images are visual representations of personal conceptions.

Respond and Reflect

Sample questions to support inquiry with students:

- How do the various personality theories affect one's understanding of their personality?
- What are the concepts of normality and abnormality and how do they shift from culture to culture?

Content – Elaborations

Psychology and Sociology contributes to society - Psychology affects our daily lives and how we relate to each other

Stereotypes: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Human Diversity: It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Deviance: the fact or state of departing from usual or accepted standards, especially in social or sexual behaviour.

Spiritual Wellness: is a personal matter involving values and beliefs that provide a purpose in our lives.

Recommended Instructional Components:

The course is project based so it is important to have one on one check ins and clear due dates with online resources to help support students

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

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Specific to the course:

Assessment evidence will be collected using a wide variety of methods, such as observation, labs, learning logs, personal goals, student self-assessment and peer assessment, oral and written reports, quizzes, and tests.

Teacher is providing on going, descriptive feedback that is embedded in day to day instruction and provides varied and multiple opportunities for learners to demonstrate their learning.

Achievement indicators using language directly from the learning outcomes will be used to gauge the level of achievement for each student. The breakdown of the grade will correspond to the time allotted to each learning unit

Learning Resources:

Psychology Today Magazine
Internet Resources