



## Board/Authority Authorized Course: **Psychology 11**

<b>School District/Independent School Authority Name:</b> Cowichan Valley	<b>School District/Independent School Authority Number:</b> SD79
<b>Developed by:</b> Neelam Doman and Sheri Kinney	<b>Date Developed:</b> March 5, 2019
<b>School Name:</b> Frances Kelsey Secondary School	<b>Principal's Name:</b> Mr. Jeff Rowan
<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> 120 hours
<b>Course Category:</b> Psychology	<b>Course Code:</b> YPSYC-1A

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

A background in Psychology is highly recommended. A fully equipped classroom with audio visual capabilities.

**Course Synopsis:**

An introductory course to the scientific field of Psychology and the study of human behavior.

**Goals and Rationale:**

Psychology education involves students in learning about the science of Psychology. The overall aim of the course is to have students seek, analyze, create, understand, and discover while gaining a further appreciation of Psychological science.

**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>Learning is <b>holistic, reflexive, reflective, experiential, and relational</b> (focus on connectedness, on reciprocal relationships, and a sense of place)</p>	<p>Scientific understanding enables humans to respond and adapt to changes <b>locally</b> and <b>globally</b></p>	<p><b>Scientific processes</b> and knowledge inform our decisions and impact our daily lives</p>	<p>The connection between mind and body is complex and both <b>observable</b> and <b>internal</b></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"> <li>• <b>Design</b> and carry out an experiment</li> <li>• <b>Create</b> a lab report</li> <li>• Participate in class experiments</li> <li>• <b>Explore and investigate</b> a variety of learning applications and theories</li> <li>• <b>Synthesize, evaluate, and personalize</b> how media leverages our senses</li> <li>• Inquire about the different approaches to healthy living (mental, physical, and spiritual)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>scientific processes</b></li> <li>• <b>historical figures</b> and perspectives in Psychology</li> <li>• variety of <b>learning principles, theories,</b> and thought processes</li> <li>• better understanding of the <b>mind and body connection</b></li> <li>• understanding of the <b>senses and sensation</b></li> <li>• understanding of how <b>Psychology contributes to society</b></li> <li>• understanding various aspects of <b>sleep and dreams</b></li> </ul>

## Big Ideas – Elaborations

**Holistic:** Paying attention to the whole child, including the physical, social/emotional, and spiritual aspects of the learner.

**Reflexive:** Building upon itself, exponentially increasing as new knowledge and deeper understanding connect.

**Reflective:** A key part of learning involves serious thought and consideration.

**Experiential:** Involving direct experience. Learning is achieved by doing and thinking.

**Relational:** Concerning the ways in which people are connected.

**Locally:** Involving the school and surrounding communities.

**Globally:** Involving the larger community province, country, and world.

**Scientific Processes:** The method of procedure consisting of hypothesizing, systematic observation, measurement, experiment, testing, evaluation, and theorizing.

**Observable:** Able to be noticed or perceived; discernible.

**Internal:** Within an individual's mind.

## Curricular Competencies – Elaborations

### Design and create

*Sample questions to support inquiry with students:*

- What are characteristics of a well thought out experiment?
- Can you determine what should be included in a lab report?

### Explore and Investigate

*Sample questions to support inquiry with students:*

- How have perspectives of Psychology changed throughout history?
- How do different approaches to Psychology affect one's understanding?

### **Synthesize, Evaluate, and Personalize**

*Sample questions to support inquiry with students:*

- How do media use our senses for persuasion?
- What is the value of different approaches to healthy living?

## **Content – Elaborations**

**Scientific Processes** - The method of procedure consisting of hypothesizing, systematic observation, measurement, experiment, testing, evaluation, and theorizing

### **Historical figures and perspectives in Psychology**

- 4 major schools of thought:
  - Psychoanalytic,
  - Trait,
  - Cognitive,
  - Behavioural

**Historical figures** - Skinner, Pavlov, Freud, and Maslow

### **Learning principles, theories, and thought processes**

- Operant conditioning,
- Classical Conditioning,
- Modelling

**Mind and body connection** - There is an inter-connectedness, which profoundly affect each other

**Senses and sensation** - The five main senses plus spatial senses and extra sensory perception

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

**Sleep and dreams** – the stages of sleep and dream analysis

### **Recommended Instructional Components:**

Core Competencies:

### ***Critical Thinking***

#### **Analyze and critique**

- I can break down and evaluate media products

#### **Question and investigate**

- I can find out how senses work

#### **Develop and design**

- I can design and execute an experiment

### ***Personal Awareness and Responsibility***

#### **Self-regulation**

- I can reflect on my own actions and behavior

#### **Well-being**

- I can demonstrate various aspects of healthy living

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

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:**

Text: Understanding Psychology

Understanding Psychology Teacher Resource Binder

Psychology Today Magazine

Internet resources

**Additional Information:**

It is recommended that guest speakers are used to bring in a variety of perspectives and to share their stories.