



Board/Authority Authorized Course: **Psychology 12**

School District/Independent School Authority Name: Cowichan Valley	School District/Independent School Authority Number: SD79
Developed by: Neelam Doman	Date Developed: March 5, 2019
School Name: Frances Kelsey Secondary School	Principal's Name: Mr. Jeff Rowan
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	Number of Hours of Instruction: 120
Course Category: Psychology	Course Code: YPSYC-2A

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:

Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past, present, and future of the Psychological field is also studied.

Goals and Rationale:

Psychology education involves students in learning about the science of Psychology. As students explore the variety of topics in this course, it is the ultimate goal that they gain a greater understanding of human behavior.

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 connection between mind and body is complex and both observable and internal.</p>	<p>Evolving the understanding of the brain and body connection has implications for health, society, and environment.</p>	<p>Scientific processes and knowledge inform our decisions and impact our daily lives.</p>	<p>By developing self-awareness, we discover who we are and how we fit into this world.</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"> • Respond and reflect on a variety of things they do, read, and view • Explore their own personalities through a variety of activities • Distinguish between the concepts of typical and atypical behaviours and thoughts • Explore, create, and share new understandings of self and others • Explore Psychology’s role in mental wellness, illness, the workplace, and everyday living 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Development of self • Greater knowledge of self and how they react to their environment • Major personality theories • Gain an understanding of typical and atypical behaviours and thoughts • Gain an understanding of the various perspectives and experiences of those around them

Big Ideas – Elaborations

Mind: A set of cognitive faculties including consciousness, perception, thinking, judgement, language, and memory.

Body: The physical structure of a person or an animal, including the bones, flesh, and organs.

Observable: able to be noticed or perceived; discernible

Internal: Within an individual's mind

Health: A person's mental, emotional, and physical condition free from injury and illness

Society: the aggregate of people living together in a more or less ordered community.

Environment: the surroundings or conditions in which a person, animal, or plant lives or operates.

Scientific Processes: The process of coming up with a theory and then evaluation and testing the theory based on evidence

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

Curricular Competencies – Elaborations

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 concepts of normality and abnormality and how do they shift from culture to culture?

Explore, create, and share

Sample questions to support inquiry with students:

- How does mental illness affect daily life?
- How does awareness of self-evolve over decades?

Content – Elaborations

Personality theories - Psychoanalytic, Trait, Cognitive, and Behavioural

The development of self - Conscious, sub-conscious, and unconscious

Understanding of the mind and body connection - There is an inter-connectedness, that profoundly affect each other

Typical and atypical behaviours and thoughts - neuroses and psychoses, disorders and addiction

Recommended Instructional Components:

Core Competencies

Critical Thinking

- Analyze and critique
 - I can recognize and share the social influences in historical times and today
- Question and investigate
 - I can explain what it means to be fully functioning
- Develop and design
 - I can create, execute, and evaluate an experiment

Positive Personal and Cultural Identity

- Relationship and cultural contexts
 - I can apply ethics to various situations
- Personal values and choice
 - I can make healthy decisions and I can support others

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.