



Board/Authority Authorized Course: **Self and Society 12**

School District/Independent School Authority Name: Cowichan Valley	School District/Independent School Authority Number: SD79
Developed by: Neelam Doman and Sheri Kinney	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: Self and Society 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: Psychology	Course Code: YPSYC-2B

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:

Self and Society 12 provides students with the opportunity to explore more deeply the Psychological theories, concepts, and methods, all of which are aimed at furthering an understanding of human behavior.

Goals and Rationale:

Psychology education involves students learning about the science of Psychology. As students explore the variety of topics in this course, they will get a deeper understanding of human development and the relationships between self and society.

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

Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.	Our evolving understanding of the brain and body connection has implications for health, society, and environment.	The connections between self, society, and the natural world are essential to healthy living.	By developing self awareness , we discover who we are and how we fit into this world.
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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"> • Identify and describe the parts of the nervous system and how they work together • Summarize and compare theories • Identify, describe, and explain stages and theories of human development • Explore and explain various forms of therapy • Examine and interpret statistics 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The functions of the brain and nervous system • Stages of human development • Life stages and important milestones • Different approaches of dealing with problems • The various forms of therapy • The role of research and statistics

Big Ideas – Elaborations

Diversity: Including a variety of identifiers such as gender, race, cultures, beliefs, and abilities

Complexity: The state of being intricate, complicated, and multi-faceted.

Cultural Expressions: The ideas, customs, and social behaviour of a distinct society.

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.

Natural World: The world around us occurring naturally, not man-made.

Healthy Living: The practices and behaviour related to sustaining a positive mental, emotional, and physical condition.

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

Curricular Competencies – Elaborations

Identify and Describe

Sample questions to support inquiry with students:

- What are the parts of the nervous system and how do they work together?
- How has treatment of brain disorders and injuries evolved?

Summarize and Compare

- What are the key points of various theories and how do they compare?

Identify, Describe, and Explain

- What are the stages and theories of human development and how do they compare to each other?

Explore and Explain

- What are the different approaches to therapy and how do they affect the individual?

Examine and Interpret

- Why are statistics relevant in research? What does it mean to be statistically significant?

Content – Elaborations

Brain and nervous system - brain, spinal cord, parasympathetic, sympathetic, autonomic nervous system

Stages of human development - from conception to death

Life stages and important milestones - moral, social, intellectual, physical, emotional, and relational

Approaches for dealing with problems - one-on-one, group, crisis line

Various forms of therapy - Gestalt, cognitive-behaviour therapy, AA, free association

Research and statistics - Examining numerical results

Recommended Instructional Components:

Core Competencies:

Critical Thinking

Analyze and Critique

- I can interpret statistics

Question and Investigate

- I can research the stages of human development

Develop and Design

- I can make a personal maturation timeline

Social Responsibility

Solving problems in peaceful ways

- I can demonstrate various positive ways to deal with challenges

Valuing diversity

- I can recognize, accept, and celebrate similarities and differences with others

Building Relationships

- I can collaborate, negotiate, and problem solve positively with 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.