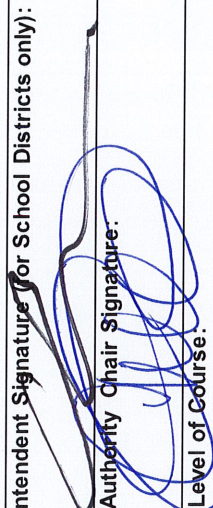
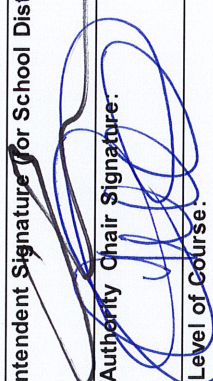




Board/Authority Authorized Course: Psychology 11

School District/Independent School Authority Name: Cariboo – Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority#432): School District 27
Developed by: Taylor Kim and Trish Wagner (Surrey School District) Submitted By: Melinda MacKinnon (LCS)	Date Developed: April 2, 2018
School Name: Lake City Secondary – WL Campus	Principal's Name: Gregg Gaylord
Superintendent Approval Date (for School Districts only): April 23, 2019	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature: 
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Course Synopsis:

Psychology 11 presents an introduction to the history of Psychology, commonly defined as the science of human behaviour and experience, its key concepts, procedures, findings and theories.

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 postsecondary 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 11 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

<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 • Recognize and appreciate the role of story, narrative, and oral tradition, including First Peoples' perspectives, values, beliefs, and points of view 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Major figures and their contributions to the development of the field of psychology • Aims and goals of psychology as a discipline in historical and contemporary society • Theories and systems of understanding the human mind, behavior, or motivation including (but not limited to) psychoanalysis, behaviorism, and humanism • Sociocultural norms and their impact on human behavior and attitudes • Human development in three major categories: physical (biological), cognitive (intellectual), social-emotional (affective) • Childhood developmental theories, including those related to attachment, parenting, and stage models • Role of nature (genetics, heredity) versus nurture (environment, experience) in human development • Research methods (quantitative/qualitative) and their applications; research ethics and integrity • Neuroscience: major parts and functions of the brain; role of the central and peripheral nervous system
<ul style="list-style-type: none"> • Addiction; understanding the brain and its connection to addiction • Learning; intelligence; memory; conditions that impact learning processes (i.e. LD, dyslexia) • Nutrition and its relationship to cognitive performance, mental health, and overall health • Positive psychology and the science of happiness 	

Content – Elaborations

Major figures and their contributions to the development of the field of psychology

- Freud, Watson, Skinner, Pavlov, Maslow, Piaget, Erickson, Bandura, Baumrind, Adler, Ainsworth, Myers, Diener

Aims and goals of psychology as a discipline in historical and contemporary society

- Historical perspectives of Psychology; structuralism, functionalism, psychoanalytic
- Seven major modern perspectives; psychodynamic, behavioral, humanistic, cognitive, biological, evolutionary, and sociocultural

Theories and systems of understanding the human mind, behavior, and motivation including (but not limited to) psychoanalysis, behaviorism, and humanism

- Theories of motivation; biological, psychological, biopsychosocial
- Motivation and behavior; hunger and eating, eating disorders, performance vs mastery orientation
- Critical thinking about motivation and emotion (extrinsic and intrinsic)

Sociocultural norms and their impact on human behavior and attitudes

- social and cultural norms and their impact on child rearing practices, education, learning, nutrition, goal setting, achievement, mental health stigma, views on sexuality

Human development in three major categories:

- Physical (biological) development from birth to old age
- Cognitive (intellectual); discussion of IQ, Gardner's theory of multiple intelligences
- Social-emotional (affective); role of personality types and the brain in behavior and emotions

Childhood developmental theories, including those related to attachment, parenting, and stage theories

- Ainsworth's attachment theory
- Baumrind's parenting styles
- Piaget and Erickson's stage theories

- Role of nature** (genetics, heredity) versus nurture (environment, experience) in human development
- Tabula rasa (blank slate theory); behaviorism and environmentalism (Watson, Skinner, Pavlov)
 - Psychological nativism supported by twin studies, heritability of personality traits and disorders

Research methods (quantitative/qualitative) and their applications; research ethics and integrity

- Value and applications of correlational vs longitudinal studies
- Strengths and limitations of case studies, randomized controlled trials
- Competencies in reading statistics, graphs and figures
- Naturalistic observation project

Neuroscience: major parts and functions of the brain; role of the central and peripheral nervous system

- Evolution of the brain - 3 brains in 1 - "reptilian brain, monkey brain and new brain"
- Close study of brain anatomy and function of parts i.e. cell structure, synapses, neurotransmitters
- Genetic inheritance and epigenetics
- Nervous System organization

Addiction; understanding the brain and its connection to addiction

- Biopsychosocial definition of addiction
- A look at addictions in their community to determine relevance
- Major theories of addiction- biological, learning, biopsychosocial (Volkow, M.Lewis, G. Mate)
- Focus on technology addiction i.e. social media, online gaming
- Focus on food addiction and connection to health and disorders
- Focus on substance addiction and direct connection to the lives of teens

Learning; intelligence; memory; conditions that impact learning processes (i.e. LD, dyslexia)

- Classical Conditioning
- Operant Conditioning
- Cognitive-Social Learning
- Biology of learning- evolution of the brain and modern neuroscience
- Nature of memory- memory models, short term, long term, sensory memory and improvement of memory
- Forgetting- why we forget, recent research, key factors in forgetting
- Biological basis of memory- how they are formed, where they are located, causes of memory loss

Content – Elaborations

Nutrition and its relationship to cognitive performance, mental health, and overall health

- Food and nutrition
- Mindful eating
- Healthy alternatives

Positive psychology and the science of happiness

- basic emotions- Plutchik's wheel
- mind-body connection
- role of mindfulness, forgiveness, grit, gratitude, vulnerability, healthy relationships, nature, exercise, compassion and self-compassion, solitude - biopsychosocial approach
- connection to brain health and their link to purpose and passion
- connection on role of positive psych and stress reduction to student's futures

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 peerassessment;
- 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; and,
- 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

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