



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 8 Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Gary Schmidt	Date Developed: September 2013 and March 2019
School Name: L.V. Rogers Secondary	Principal's Name: Tamara Malloff
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

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Psychology 12
Course Outline

Overview

The purpose of Psychology 12 is to introduce students to a variety of new topics that were not covered in Psychology 11. Some concepts introduced in the grade 11 course will be expanded on in this course as well. This is a Board Authorized (BA) class, not an Advanced Placement (AP) class. The course will cover the following: Human Diversity, Ethics, Behavior, Perception, Classical & Operant Conditioning, Cognition and Mental Abilities (thought, language, culture, problem solving), Motivation and Emotion, Lifespan Development (birth > late adulthood), Personality Theories, Therapy Types, and Social Psychology. These intended outcomes are subject to change depending on time and student interest. The course will also provide the opportunity for students to examine areas of personal interest in Psychology through case studies as well as book and/or documentary film examination and analysis.

Unit Outline

I - Chapter 9 – Lifespan Development Part One

- Studying Development
- Physical Development
- Cognitive Development
- Social-Emotional Development

II - Chapter 10 – Lifespan Development Part Two

- Moral Development
- Personality Development
- Meeting the Challenges of Adulthood
- Grief and Death

III - Chapter 11 – Gender and Human Sexuality

- Studying Human Sexuality
- Sex and Gender
- Sexual Behavior
- Sex Problems

IV - Chapter 12 – Motivation and Emotion

- Theories of Motivation
- Motivation and Behavior
- Components and Theories of Emotion
- Critical Thinking About Motivation and Emotion

V - Chapter 13 – Personality

- Trait Theories

- Psychoanalytic/Psychodynamic Theories
- Humanistic Theories
- Social-Cognitive Theories
- Biological Theories
- Personality Assessment

VI - Chapter 16 – Social Psychology

- Our Thoughts About Others
- Our Feelings About Others
- Our Actions Toward Others

VII - Chapter 8 – Thinking, Language and Intelligence

VIII - Chapter 6 – Learning

- Classical Conditioning
- Operant Conditioning
- Cognitive Social Learning
- Biology of Learning

IX – Book review and analysis of a psychology reading of your choice.

Mark Breakdown

Term:

60% - Tests and quizzes

40% - Assignments, participation, self-assessment, reflections, **attendance** – Students will be given 2 marks per day for participation/attendance. If you're not in class, you aren't participating. If you are legitimately sick or away for a school related activity it is your responsibility to provide a note or phone call from a parent/coach in order to make up the participation mark with provided work.

Course:

Term 1 – 40%

Term 2 – 40%

Final Exam – 20%

Goals and Rationale:

The purpose of Psychology 12 is to introduce students to a variety of new topics that were not covered in Psychology 11. Some concepts introduced in the grade 11 course will be expanded on in this course as well. This is a Board Authorized (BA) class, not an Advanced Placement (AP) class. The course will cover the following: Human Diversity, Ethics, Behavior, Perception, Classical & Operant Conditioning, Cognition and Mental Abilities (thought, language, culture, problem solving), Motivation and Emotion, Lifespan Development (birth > late adulthood), Personality Theories, Therapy Types, and Social Psychology. These intended outcomes are subject to change depending on time and student interest. The course will also provide the opportunity for students to examine areas of personal interest in Psychology through case studies as well as book and/or documentary film examination and analysis.

Aboriginal Worldviews and Perspectives:

- How does self-perception influence my world view?
- Can people really change?
- What makes a person unique?
- What is “normal?”
- What can we do to interact, respect, appreciate and love more effectively in an increasingly diverse and interconnected world?

Course Name:

Grade:

BIG IDEAS

Self-understanding
and a purposeful and
meaningful life

Impact of our thoughts,
feelings and actions on
others and self.

Impact of other's
thoughts, feelings and
actions on ourselves

The human condition
and who we are

The human brain, how it
works and how it can
change

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Communicate effectively and respectfully</p> <p>Think creatively</p> <p>Think critically</p> <p>Develop a positive personal and cultural identity</p> <p>Demonstrate personal awareness and responsibility</p> <p>Comprehend and exhibit social responsibility</p>	<p><i>Students are expected to know the following:</i></p> <p>Lifespan Development Part One</p> <ul style="list-style-type: none">- Studying Development- Physical Development- Cognitive Development- Social-Emotional Development <p>Lifespan Development Part Two</p> <ul style="list-style-type: none">- Moral Development- Personality Development- Meeting the Challenges of Adulthood- Grief and Death <p>Gender and Human Sexuality</p> <ul style="list-style-type: none">- Studying Human Sexuality- Sex and Gender- Sexual Behavior- Sex Problems <p>Motivation and Emotion</p> <ul style="list-style-type: none">- Theories of Motivation- Motivation and Behavior

- Components and Theories of Emotion
- Critical Thinking About Motivation and Emotion

Personality

- Trait Theories
- Psychoanalytic/Psychodynamic Theories
- Humanistic Theories
- Social-Cognitive Theories
- Biological Theories
- Personality Assessment

Social Psychology

- Our Thoughts About Others
- Our Feelings About Others
- Our Actions Toward Others

Thinking, Language and Intelligence

Learning

- Classical Conditioning
- Operant Conditioning
- Cognitive Social Learning
- Biology of Learning

Big Ideas – Elaborations

- Understanding oneself and others is key to a meaningful, productive and purposeful life.
- Our thoughts, feelings and actions impact how we view ourselves and others
- Others thoughts, feelings, and actions toward us impact how we view ourselves and others
- At the heart of the human condition lies the desire to be loved, respected and accepted for who we are
- Our actions and behaviours impact others and other's actions and behaviours impact us
- The human brain is complex, fragile and tremendously malleable
- We can change our thoughts, feelings and behaviours

Curricular Competencies – Elaborations

Communication

- Connect and engage with others
- Acquire, interpret and present information
- Collaborate to plan, carry out, and review activities to improve personal health and awareness
- Explain, reflect on and share personal experiences and accomplishments

Creative Thinking

- Generating personal thoughts and ideas
- Developing personal thoughts and ideas
- Sharing personal thoughts and ideas relative to the topic of study

Critical Thinking

- Investigate and understand
- Analyze and critique

- Investigate and question alternative views
- Articulate, share and support personal views

Positive Personal and Cultural Identity

- Relationships and cultural contexts
- Personal values and choice
- Personal strengths and abilities
- Factors that influence personal identity and view of self
- Factors that influence our views of other people, groups, organizations and cultures

Personal Awareness and Responsibility

- Goals, desires, motivations, aspirations (what makes you do the things you do?)
- Self-monitoring and reflection
- Self-regulation
- Personal well-being and improvement

Social Responsibility

- Contributing to self, family, friends, peers, school, and community
- Effective conflict management and problem solving
- Valuing and loving self and others
- Acting in love rather than judgement, condemnation, and anger
- Understanding and valuing diversity
- Building health relationships through knowledge, respect, and understanding

Content – Elaborations

Lifespan Development Part One

- Studying Development – theoretical issues and research methods

Content – Elaborations

- Physical Development – Prenatal period, early childhood development, adolescence, and adulthood
- Cognitive Development – Piaget’s theory, stages of cognitive development, assessing Piaget’s theory
- Social-Emotional Development – Attachment theory, what is love, romantic love and attachment, parenting styles, infant research

Lifespan Development Part Two

- Moral Development – Kohlberg’s research and theory of moral development, assessing Kohlberg’s theory, moral dilemmas
- Personality Development – Temperament theory, Erikson’s psychosocial theory, evaluating Erikson’s theory, self personality assessment
- Meeting the Challenges of Adulthood – Committed relationships, families and their dynamics, work and retirement
- Grief and Death – the grieving process, attitudes toward death and dying, the death experience

Gender and Human Sexuality

- Studying Human Sexuality – early studies and myths on human sexuality, modern research on human sexuality
- Sex and Gender – what is “maleness” and “femaleness,” gender-role development, gender-identity development, sex and gender differences
- Sexual Behavior – sexual arousal, response and orientation
- Sex Problems – sexual dysfunction, sexually transmitted infections

Motivation and Emotion

- Theories of Motivation – biological, psychological, biopsychosocial
- Motivation and Behavior – hunger and eating, eating disorders, achievement motivation
- Components and Theories of Emotion – three components of emotion, four major theories of emotion
- Critical Thinking About Motivation and Emotion – extrinsic vs. intrinsic motivation, polygraph and lie detection, emotional intelligence

Personality

- Trait Theories – Early trait theories, Five Factor Model, Evaluating Trait Theories
- Psychoanalytic/Psychodynamic Theories – Freud’s psychoanalytic theory, neo-Freudian psychodynamic theories,
- Humanistic Theories – Roger’s Theory, Maslow’s Theory, evaluating humanistic theories
- Social-Cognitive Theories – Bandura’s and Rotter’s approaches, evaluating Social-Cognitive theories
- Biological Theories – three major contributors to biological theories, Biopsychosocial Model
- Personality Assessment – Measuring personality, evaluating personality assessment, critical thinking and pseudo personality tests

Social Psychology

- Our Thoughts About Others – attributions and attitudes
- Our Feelings About Others – prejudice, discrimination and interpersonal attraction
- Our Actions Toward Others – social influence, group processes, aggression, altruism

Thinking, Language and Intelligence

-Cognitive building blocks

Content – Elaborations

- Problem solving
- Creativity
- Character of language, language and thought, language development, animals and language
- What is intelligence, how do we measure intelligence, extreme intelligence, explaining differences in IQ, are IQ tests culturally biased?

Learning

- Classical Conditioning – Pavlov and Watson’s contributions
- Operant Conditioning – Thorndike and Skinner’s contributions, reinforcement and punishment
- Cognitive Social Learning – Insight and latent learning, observational learning
- Biology of Learning – neuroscience and learning, evolution and learning

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Recommended Instructional Components:

Lifespan Development Part 1

Lifespan Development Part 2

Gender and Human Sexuality

Motivation and Emotion

Personality

Motivation and Emotion

Social Psychology

Thinking, Language and Intelligence

How We Learn

Self-Directed Reading/Book Summary

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

Mark Breakdown

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Name: _____



Unit: _____

UNIT BOOKLET ASSESSMENT

At the end of each unit, you will hand in a booklet of all of the important work that we have done in class. This means that you need to stay organized and keep all of the work that we do.

Here is how you will be assessed on a unit booklet:

	7-8 Exceeding Expectations	5-6 Meeting Expectations	3-4 Minimally Meeting Expectations	1-2 Not Meeting Expectations
Completeness	Every question and activity is complete and the student has gone above and beyond the requirements.	Every question and activity is complete, but the student has not gone above and beyond the requirements.	Some questions and activities are complete.	Most questions and activities are incomplete.
Accuracy	All answers and information are accurate and include more than the key details.	All answers and information are accurate and include all of the key details.	Some answers and information are accurate, but some details are missing.	Most answers and information are inaccurate, key details are missing.
Effort	A lot of effort has been put into the creativity and clarity of the booklet. The student has added more than they need to for some answers and activities.	Effort has been put into the creativity and clarity of the booklet.	Some effort has been put into the creativity and clarity of the booklet.	Not much effort has been put into creativity and clarity of the booklet.

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Comments:

CHECKLIST: GROUP WORK

Group Members: _____

Date: _____

Criteria	Assessment			
	Name:	Name:	Name:	Name:
Knowledge/Understanding				
• offers ideas, information, and expertise that the group can use	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
• shows an understanding of main ideas and supports information offered by others (e.g., by asking relevant questions)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
• challenges and extends the ideas of others	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
• describes and evaluates strategies used by self and the group	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Thinking/Inquiry				
• shows critical listening skills by making connections to ideas from group members and by evaluating implicit and explicit ideas (e.g., noting ambiguities or biases)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Communication				
• expresses ideas clearly and appropriately	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
• shows sensitivity and respect for others, including those with diverse points of view	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
• facilitates group processes by working toward consensus, resolving conflicts, and accepting group decisions	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Application				
• follows established rules and guidelines for working in a group	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
• completes assigned tasks and fulfills roles as required	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Key: 0 = not at all; 1 = limited; 2 = somewhat; 3 = fully; 4 = thoroughly and insightfully

Suggestions for improvement: _____

Learning Resources: Psychology In Action, Tenth Edition, Karen Huffman

Additional Information: