Psychology 12

Developed by: Adapted from Taylor Kim and Trish Wagner with permission, Andre Comeau, Tanis Giczi, Jakub Jirousek	**Date Developed:** May 29, 2019
School Name: PCSS, Vanier, FH Collins (adapted from Surrey District with Permission)	**Superintendent Signature**
Committee Approval Date: June 7, 2019	**Committee Chair Signature:**
Course Name: Psychology 12	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 100-120

Department Authorized Prerequisite(s):

n/a

Special Training, Facilities or Equipment Required:

n/a

Course Synopsis:

Psychology 12 is an introductory course. The primary focus of this course is to build student learning about human behavior and mental processes. It examines how theories have practical, real-life applications.

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 how's 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 post- secondary 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 arts or science 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.

Yukon First Nations Perspectives:

Psychology 12 shares a variety of Yukon First Nations Perspectives:

- Learning is understanding identity and one's relationship with the external environment

- Learning requires exploration of identity
- Learning involves recognizing the consequences of 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 community, family, and self.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning recognizes the role of Yukon First Nations ways of knowing and doing
- Learning is embedded in memory, history, and oral story
- Learning involves patience and time
- Learning involves recognizing that some knowledge and protocol is sacred and only shared with permission and/or in certain situations

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BIG IDEAS

Understanding ourselves and our interactions with others	Understand how the brain and mind affect behavior	Understand and acknowledge the role of psychology in promoting human welfare	Understand and appreciate how culture promotes a context for learning and producing behavior	Understanding the psychological concepts and theories helps us understand, predict, and control human behavior

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: • 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 Yukon First Nations perspectives, values, beliefs, and points of view	*Students are expected to know the following:* • **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 • **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 • **Addiction**; understanding the brain and its connection to addiction • **Learning;** intelligence; memory; conditions that impact learning processes (i.e. LD, dyslexia) • **Stress and its impact on health;** management/coping strategies and therapies

	• **Dynamics of the group and its impact on human behavior;** study of how the presence of others or membership to others affect attitudes, beliefs, and actions • **Psychological disorders**: understanding various mental disorders including causes, symptoms, predisposing factors, and treatment; learning to recognize the myths and stigmas of mental illness • **States of consciousness** - understanding the role of Freud and biopsychosocial theories on sleep and dreams. Altered states of consciousness explored.

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

Role of nature *(genetics, heredity) versus nurture (environment, experience) in human development*
- *Tabula rasa (blank state theory); behaviorism and environmentalism (Watson, Skinner, Pavlov)*
- *Psychological nativism supported by twin studies, heritability of personality traits and disorders*
- *Gender and sexuality including LGBTQ2S+*

Content – Elaborations

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*

Stress and its impact on health; *management/coping strategies and therapies*

- *Understanding stress, its sources, and its effects*
- *Freud's defense mechanisms in understanding people's reflexive behaviors under stress*
- *Stress and illness- cancer, cardiovascular disorders, PTSD*
- *Health psychology and stress management - cognitive appraisal and coping, resources in community*

Content – Elaborations

Dynamics of the group and its impact on human behavior; *study of how the presence of others or membership to others affect attitudes, beliefs, and actions*

- *Role of aggression, prejudice and stereotypes*
- *Locus of control; role of anonymity*
- *Conformity and obedience (experiments by Asch, Milgram, Stanley)*
- *Role of implicit association (Harvard)*

Psychological disorders: *understanding various mental disorders including causes, symptoms, predisposing factors, and treatment; learning to recognize the myths and stigmas of mental illness*

- *Identifying, explaining, classifying abnormal behavior*
- *Anxiety disorders- five major disorders*
- *Mood disorders- understanding and explaining*
- *Neurosis and psychosis- understanding differences and examples, i.e. OCD vs Schizophrenia*
- *Comorbidity of mental illness and addiction*
- *Psychopathy and sociopathy*
- *Therapy: psychodynamic, cognitive, behavioral, humanistic, biopsychosocial, biomedical (psychopharmacology)*

States of consciousness

- *understanding consciousness- levels of awareness*
- *sleep and dreams - circadian rhythms, stages of sleep, theories of why we sleep and dream, sleep disorders*
- *psychoactive drugs - understanding and categorizing psychoactive drugs*

meditation and hypnosis

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 peer- assessment;
- 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 Communicating Student Learning E-book and the Principles of Quality Assessment

This 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

SUMMATIVE ASSESSMENT

Students will complete proficiency-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student proficiency is required or necessary.
The evidence gathered will be used to communicate student learning and provide evaluative feedback. At the end of the course, a percentage grade will be communicated with the overall proficiency grade.

Suggested 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
- Psychologytoday.com
- 16personalities.com
- IAT Test- implicit.harvard.edu