



## Board Authorized and Approved Course Template

North Okanagan Shuswap	School District 83
Developed By: Patricia Izik-Dzurko	Date Developed: June 8, 2018
School Name: Salmon Arm Secondary School – Sullivan Campus	Principal's Name: Mr. Rob MacAulay
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Psychology 12A and 12B	Grade Level of Course: 12
Number of Course Credits: Each course is 4 credits	Number of Hours of Instruction: 100 – 120 each

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities, or Equipment Required:** Regular classroom, overhead projector, document camera, computer lab availability.

### Course Synopsis:

These two Psychology 12 courses will introduce students to the scientific study of human behavior and mental processes. Students will learn about various topics in the field of psychology and will apply these scientific principles and understandings to real-world issues and problems that are relevant to their everyday life. This pertinent, provocative, and ethically-challenging curriculum will not only ignite a passion for learning about psychology, but will also provide a powerful way of engaging students in thinking deeply about their own convictions and behaviours while empowering them with the skills necessary to live thoughtfully and purposefully and become agents of change within their schools and communities.

## **Goals and Rationale:**

### **Goals:**

- Develop an understanding of how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by a self-designed experiment which includes: formulating a hypothesis, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings to peers
- Develop an understanding of the uniqueness of teenage brain development by studying the different structures and functions of the brain as well as reviewing the most recent, peer-reviewed scientific research and brain imaging in order to understand the implications of this new science on adolescence
- Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed and reduced through effective coping strategies
- Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- Develop an understanding of how societal stigma around mental illness creates barriers to disclosure, effective treatment and management
- Develop an understanding about the different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis
- Develop an understanding of how psychological research and practice can be applied to benefit individuals and society

### **Rationale:**

Psychology 12A and 12B are social science courses designed to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to psychological principles and methods that are used in scientific research and practice to address relevant individual and social problems. Learners will be engaged in rigorous thinking and problem-solving as they explore complex, real world issues at their school in order to design their own psychological experiments using the scientific method. They will demonstrate how to formulate a hypothesis, choose the most appropriate method for their research, collect data, analyze and interpret results using statistical analysis, and finally formulate conclusions that they will present to their peers. Students will continue to practice these skills by critically assessing information in our media-saturated environment and then deconstructing and weighing these messages before accepting them as true.

Studying psychology will help learners understand more about how their body and mind work together. By understanding the newest science on the teenage brain, students will begin to understand their own brain's developmental journey and the importance of making responsible and informed decisions during this critical period. This course focuses on competencies that will support the learner in making meaningful decisions around stress management that support mental wellness. Understanding psychological disorders and the catastrophic effects of stigma are also

sensitively explored through a research-based project where students explore not only the psychological effects of the illness, but also the social issues of oppression and discrimination. This course can play an important role in empowering students with the knowledge, discernment, and skills needed to become a generation of caring individuals who will make thoughtful, responsible choices to live in a healthy and sustainable manner.

Psychology 12A and 12B support students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behavior is extremely important to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. These courses will give all students lifelong skills for better understanding of self and others.

### **Indigenous Worldviews and Perspectives:**

Psychology 12A and 12B courses are intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, a blanket ceremony simulation reveals how the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of activities will allow students the opportunity to question their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

### **Declaration of First Peoples Principles of Learning:**

- Psychology 12A and 12B support the development of self in support of connecting with others.
- Psychology 12A and 12B require the exploration of one's identity through understanding.
- Both Psychology courses support the well-being of the self, the family, and the community as students learn about the connection between mind and body.
- These Psychology curricula foster a holistic, reflexive approach and focus on developing caring relationships.
- Learning requires exploration of one's identity through understanding.

### **Declaration of Aboriginal Worldviews and Perspectives:**

- Psychology 12A and 12B curriculums ensure that many Aboriginal Worldviews and Perspectives are included
- Indigenous guest presenters, support workers and family members are invited in to the classroom to share their stories as well as their local resources to ensure that First Peoples understandings about the issues that affect mental health and social and emotional wellbeing are considered.
- Genuine engagement around cultural identities is encouraged by having all students share their own stories to unearth deeply-held, unspoken beliefs, values, and expectations.

- Experiential learning activities are included in the curriculum to widen student's circle of compassion so that, rather than just hearing the words that are spoken, students can feel genuine and compelling emotions of empathy.
- Creative opportunities for students to demonstrate and share their expertise in a safe and supportive environment are provided to ensure a distributed leadership classroom where learners are motivated and inspired to take an active role in their learning.

### BIG IDEAS

Understanding how the various concepts in psychology can benefit individuals by helping them to better understand themselves, their behaviours and their relationships.

Understanding the unique teenage brain and factors that effect it is critical to making healthy decisions that positively affect life-long health.

Understanding that the damaging effects of stress on individuals, families and society can be minimized or ameliorated through effecting coping strategies.

Understanding mental illness from a variety of perspectives and revealing the social stigma associated with it are increasingly threatening the lives of today's youth.

Understanding that the role and influence of mass media is pervasive and can have a powerful effect on the beliefs, attitudes and values of our society.

### Learning Standards

Curricular Competencies	Content
<p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"><li>• Assess how the study of psychology can benefit themselves and society</li><li>• Use the scientific method to conduct their own scientific investigation.</li><li>• Explain how the teenage brain affects teenagers and their behaviours</li><li>• Assess the effects that biological and environmental factors can have on the developing teenage brain</li><li>• Assess the effect of stress on individuals, families and society</li><li>• Recognize and assess the influence of media on both individual and societal beliefs, values and behaviours</li><li>• Recognize the complexity of psychological disorders, their causes and treatments</li><li>• Recognize the influence of stigma on mental illness and how it is affecting individuals and society</li><li>• Plan ways to apply psychological theories and concepts to making reasoned and healthy choices in everyday life</li><li>• Construct meaningful personal connections between self and others</li></ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"><li>• The significance and contributions of early psychology theorists, their studies and experiments</li><li>• The scientific method and how to apply it to areas in psychology as well as real world problems</li><li>• The damage that the perception of stress has on the body</li><li>• The powerful effect of media on individuals, families and society</li><li>• The complexity of the DSM-V categories that list the many forms of psychological disorders, their biological and psychological causes as well as the most relevant and accepted approaches to treatment and therapy</li><li>• The impact of stigma on individuals suffering with psychological disorders</li><li>• The different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis</li><li>• The various ways that social psychologists seek to understand how social influences affect how people think, feel, and act</li></ul>

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Understanding mental illness from a variety of perspectives and revealing the social stigma associated with it are increasingly threatening the lives of today's youth.

Understanding how thoughts and experiences in life can change the brain as well as epigenetic and gene expression for future generations.

### Learning Standards

Curricular Competencies	Content
<p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"><li>• Assess how the study of psychology can benefit themselves and society</li><li>• Describe various states of consciousness and their impact on behavior</li><li>• Discuss aspects of sleep and dreaming: characteristics of the sleep cycle; theories of sleep and dreaming; symptoms and treatments of sleep disorders.</li><li>• Describe the characteristics and quality of personal sleep patterns and determine the effect these patterns are having on personal health and wellness</li><li>• Identify the major psychoactive drug categories and assess their psychological and physiological effects.</li><li>• Define and assess the strengths and limitations of various theories and perspectives used to assess personality traits</li><li>• Explain how research-based personality assessments can help individuals to understand their strengths and weaknesses better</li><li>• Recognize the complexity of psychological disorders, their causes and treatments</li><li>• Explain how thoughts and experiences in life can change the brain as well as epigenetic and gene expression for future generations</li></ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"><li>• The various states of consciousness that can be experienced (coma, deep sleep, hypnosis, meditation, daydreams, alert wakefulness, drug-induced), and what reaches human awareness and has the potential to affect decision-making</li><li>• The various aspects of sleep and dreaming: stages and characteristics of the sleep cycle; theories of sleep and dreaming; symptoms of chronic sleep deprivation</li><li>• The major psychoactive drug categories and their psychological and physiological effects</li><li>• The different personality theories and assessments based on scientific explanations of personality development along with the methods psychologists use to measure these personality traits</li><li>• The ways that nature, nurture, and epigenetics influence personality and behaviour</li><li>• The disorders in the DSM-V that are considered deviant or distressful in our society and how psychologists diagnose those patterns, their causes and treatment</li></ul>

## Course Name: Psychology 12A and 12B

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### Instructional Strategies:

This big ideas and essential questions that have guided the development of these psychology courses are pertinent, provocative, and ethically-challenging, and require students to engage in deep and critical self-reflection, collaborative work and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions and problem-based tasks, projects and assignments presented throughout the course. These instructional strategies are designed to engage students in authentic intellectual work that will have value beyond the doors of the school.

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Peer Teaching
- Experiential Learning
- Reflective Writing
- Socratic Seminars
- Guest Lectures and Presentations
- Educational Games

### Assessment Strategies:

Assessments are varied, and flexible providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning.

- Journal Reflections
- Peer and Self-Assessments
- Performance Assessments
- Oral Presentations
- Quizzes and Exams
- Discussion Participation
- Jeopardy and Other Educational Games

**Resources:**

- textbook: *Psychology: Themes and Variations* - Wayne Weiten, 1<sup>st</sup> Canadian edition
- video series: *Discovering Psychology* – Annenberg Learner by Philip Zimbardo
- *PsychQuest: Interactive Exercises for Psychology* – Thomas Ludwig, Hope College
- *The Developing Brain* (transparencies and resource book) – Glencoe McGraw Hill
- *PsychInquiry for Psychology: Student Activities in Research and Critical Thinking* – Thomas Ludwig, Hope College
- various documentaries and educational DVD teaching resources
- database - *EBSCO Information Services*