



Board/Authority Authorized Course
Kalamalka
Psychology 12

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Dave Duke, Ali Munro	Date Developed: February 7, 2019
Superintendent Approval Date (for School Districts only): March 13, 2019	Superintendent Signature (for School Districts only): on course form
Board/Authority Approval Date: March 13, 2019	Board/Authority Chair Signature: on course form
Course Name: Psychology	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: This course has been designed to promote an understanding of the foundations of psychology and how we think and behave the way we do. Emphasis will be placed on the individual and the greater social context, both in terms of psychological disorders and empathy.

Goals and Rationale:

To communicate the basics of Psychology concisely and straightforwardly, making the material easy to understand. At the same time, a foundation is laid for the more advanced study of psychological principles for those students wishing to continue in post-secondary courses. To help the student acquire a greater awareness of the complexities of behavior, human growth and development, a desire to understand themselves more fully, and an ability to think more objectively and with empathy about the many challenges in psychology that confront us today. To develop a better understanding of scientific concepts and their application in psychology.

Indigenous Worldviews and Perspectives: Psychological focus on connectedness and relationship in human nature

Emphasis on identity

Community involvement and engagement

The power of story

Experiential learning

A positive learner-centered approach

BIG IDEAS

Psychological Disorders	Brain and Consciousness	Nature and Nurture	Psychological Perspectives	Development over the lifespan
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> List, describe and apply throughout the course the current perspectives used in Psychology Thoughtfully reflect and communicate their point of view on ethical dilemmas throughout the course and relate their point of view to their personal responsibility Diagram and explain how neurons function, the major structures of the brain, and their function Understand the different levels of conscious processing and be able to provide examples to illustrate each type of processing Demonstrate an understanding of nature and nurture's interaction on the physiological, psychosocial and cognitive levels Communicate how physiological, psychosocial and cognitive changes progress throughout the lifespan and their effects Demonstrate an understanding of sensation and perception, how they relate to brain function and how they relate to psychological disorders Describe classical conditioning, operant conditioning, observational learning and be able to provide examples to illustrate each type of learning Demonstrate an understanding of memory processes, relate the processes to brain function and structures and develop their own personal list of fully explained memory strategies Communicate their understanding of the nature of intelligence in both the historical and contemporary context including the importance of empirical testing and how the topic of intelligence relates to human diversity Communicate the different conceptual and historical frameworks used to try to empirically measure and define personality. Understand reification in this context and how it applies to other topics such as intelligence. Demonstrate a broad understand of psychological disorders and their therapies Demonstrate and share an inquiry project on a psychological disorder or a significant topic in the field of Psychology Communicate how individual psychological processes and social psychology are interrelated with specific case studies	<i>Students are expected to know the following:</i> Psychology's Current Perspectives Critical Thinking in Psychology Ethics and Psychology Biology of the Mind Consciousness and the Two Track Mind Genetic and environmental influences across development, psychosocial behaviours and psychological disorders Physical, cognitive and psychosocial development Sensation and Perception Classical conditioning, operant conditioning, and observational learning Memory: neuro-physical basis, processes, construction, and memory strategies Intelligence, testing and human diversity Personality: perspectives from Freud to contemporary points of view Psychological Disorders and Therapies Social Psychology: foundational studies, thinking, influencing, and relating to one another

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Big Ideas – Elaborations

Psychological disorders involve not only understanding psychological disorders but also the social-cultural effects of disorders and how individuals can cope with, seek assistance for, and support and empathize with others. An emphasis will be placed on empathy.

Brain and Consciousness will be discussed both individually and collectively with an emphasis on the connections/interplay between the two.

Nature and Nurture involves understanding the interplay between heredity and environment in human growth and development.

Psychology involves an eclectic approach with an examination of the psychodynamic, cognitive, behavioral, humanistic, biological, socio-cultural, and evolutionary perspectives and how they can be used individually and collectively to understand psychological topics

Lifespan development focusses on prenatal, infant, child, adolescent, adult social, physical, cognitive, and moral development

Curricular Competencies – Elaborations

Collectively or individually create a model of the brain, with lobes and structures labeled, and communicate the importance of each area in daily life

Select a current event/prior incident and critically assess how a psychologist from each perspective might interpret the event.

Design and carry out a naturalistic observation in the community, using the scientific method format.

Create a memory strategies summary sheet that includes paraphrased definitions, visuals and mnemonics. Upon completion, use the personalized strategies sheet in other academic classes and reflect on the benefits of actively implementing said strategies.

After researching a psychological disorder of their choosing, students will design and share a children's book that introduces the disorder to a primary elementary aged student.

Read professional criticisms of various famous psychologists (Freud, Kohlberg, Piaget, etc.) and reflect/critically assess the strengths and weaknesses of each

Content – Elaborations

Critical thinking in Psychology elaborations: the basic beliefs about human behavior- human beings are biological creatures, every person is different and yet much the same, human lives are a continuous process of change, behavior is motivated, humans are social, people play an active role in creating their experiences, behavior has multiple causes, and behavior can be adaptive or maladaptive.

Due to the final project in this class, the student will:

have a clear understanding of the big ideas as demonstrated by a meaningful self-selected project- based task

develop an appreciation of the eclectic approach of psychology by sharing, discussing, and reflecting upon the works of others in the class

Recommended Instructional Components:

Direct Instruction
Demonstrations
Modelling
Simulations
Peer Teaching
Experiential Learning
Reflective Writing

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Journaling
Peer Assessment
Self-Assessment
Oral Presentations
Quizzes and Exams
Student Selected Inquiry

Learning Resources:

Psychology David G. Myers (or equivalent post-secondary text support)
Psychsim Software
DSMV
Local Mental Health Support Services



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Joe Rogers, Superintendent of Schools verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ☒ is not preparatory, remedial or modified
- ☒ does not significantly overlap with provincial curriculum Content
- ☒ name reflects the subject area and includes the Grade level
- ☒ assigned Grade reflects the appropriate level of instruction
- ☒ credit value appropriately reflects the length and scope of the course
- ☒ synopsis clearly outlines what a student has gained when the course is completed
- ☒ goals are general statements of intention that give structure to the curriculum
- ☒ rationale outlines the importance of the learning to the student and society
- ☒ embeds Aboriginal Worldviews and Perspectives
- ☒ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ☒ learning standards are assessable and observable and can be understood by students and parents
- ☒ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ☒ recommended assessment component aligns with the Principles of Quality Assessment
- ☒ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Psychology 12

Grade: 12

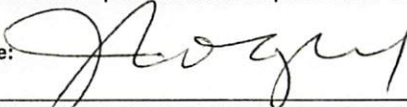


TRAX Code: YPSYC12A
(e.g. YVPA)

School District Name and Number: 22 (Vernon)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Joe Rogers, Superintendent of Schools

Signature: 

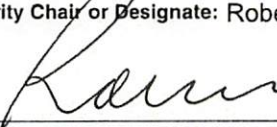
Date: MAR 13/2019

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☐ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Robert Lee, Board Chair

Signature: 

Date: MAR 13/2019

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: