

Psychology 12

School Name: Porter Creek Secondary School

Developed by: Andre Comeau

Acknowledgement: The learning outcomes and performance indicators used in this template were chosen from those listed in the National Standards for High School Psychology Curricula. That document was constructed by The American Psychological Association. It can be viewed at:

<http://www.apa.org/education/k12/national-standards.aspx>

Date Developed: May 10th, 2011

Principal's Name: Brendan Kelly

Department Authorized Approval Date: December 2012

Department Authorized Signature:

Course Name: Psychology 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisites: None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In taking Psychology 12 students will reveal their own ideas and listen to the ideas of others in discussions of the various topics in psychology, thereby learning more about psychology and the way other people think. Students will understand the methodological aspects of the discipline of psychology as well as the biopsychological, cognitive, developmental, and sociocultural processes of behavior. Students will improve their ability to: Reason scientifically about behavior, Observe/listen accurately, Analyze (interpret) examples of behavior cautiously, Use several perspectives to explain causality, Require evidence for casual conclusions, Evaluate the quality of psychological findings, Students will also improve in the ability to interact effectively and appropriately with others in interpersonal and group contexts, Develop the ability to understand issues from diverse points of view, Enact practices that promote respect and trust, Demonstrate enhanced curiosity about understanding people, Recognize the breadth and complexity of behavior and mental processes, Recognize the need for scientific explanations of behavior, Acknowledge the role of psychology in promoting human welfare, Appreciate how culture provides a context for learning and producing behavior.

Rationale:

The public has a long history of fascination with the subject matter of psychology, and much of popular culture today (e.g., movies, television, books, and magazines) focuses on psychological topics. Psychology courses enjoy exceptional popularity in colleges and universities. It should not be surprising that psychology enjoys such current popularity. Nor should that popularity diminish in the foreseeable future. Think of the challenges that face our world today. Psychologists can help people learn how to conserve the planet's resources, reduce prejudice and discrimination, promote healthier lifestyles, build stronger family ties, and thrive in the challenges of the new information era. The list could be expanded, but the point should be obvious: Most serious problems facing the world today will not be solved solely by technologies generated from the natural sciences. These contemporary problems have significant behavioral components, which means that their solutions will involve the science and practice of psychology. Not surprisingly, many believe that psychology will be one of the most important contributors to the quality of life in the 21st century. Behavioral problems are difficult to solve; behavioral change is often difficult to achieve. However, as our understanding of human behavior grows, so does our ability to affect behavioral change. The success of psychology in solving behavioral problems will depend, in part, on an educated citizenry versed in the critical-thinking skills that underlie science. The public must distinguish real psychology from the fads and pseudoscience of pop psychology. Individuals need to understand the multiple causes of behavior and have some knowledge of the methods that can produce behavioral change. There is no better place for these things to begin than in a science-based high school psychology course.

Organizational Structure:

Unit	Title	Time
Unit 1	Introduction and Research Methods	12 hrs
Unit 2	Biological Bases of Behavior	12 hrs
Unit 3	Sensation and Perception	10 hrs
Unit 4	Motivation and Emotion	12 hrs
Unit 5	Stress, Coping, and Health	12 hrs
Unit 6	Learning	10 hrs
Unit 7	Memory	10 hrs
Unit 8	States of Consciousness	10 hrs
Unit 9	Psychological Disorders	10 hrs
Unit 10	Treatment of Psychological Disorders	10 hrs
Unit 11	Social and Cultural Dimensions of Behavior	12 hrs

Unit/Topic/Module Descriptions:

Unit 1: Introduction and Research Methods

After concluding this unit, students understand:

1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context
2. Major subfields and career opportunities that comprise psychology
3. Research strategies used by psychologists to explore behavior and mental processes
4. Purpose and basic concepts of statistics
5. Ethical issues in research with human and other animals that are important to psychologists
6. Development of psychology as an empirical science

Curriculum Organizer - Contemporary perspectives used by psychologists to understand behavior and mental processes in context

It is expected that students will:

- Describe and compare the biological, behavioral, cognitive, and sociocultural perspectives

Students may indicate this by (performance indicators):

- Analyzing how each perspective would explain a concept such as aggression
- Evaluating the limitations of each perspective in assessing behavior and mental processes
- Comparing primary emphases of the different perspectives
- Examining historical factors that influenced the popularity of a selected perspective

Curriculum Organizer - Major subfields and career opportunities that comprise psychology

It is expected that students will:

- List and explain the major subfields of psychology.

Students may indicate this by (performance indicators):

- Identifying the different subfields of psychology, such as clinical, counseling, social, experimental, and developmental psychology
- Recognizing applied specializations, including forensic, community, industrial/organizational, cross-cultural, sports, or rehabilitation psychology among others
- Explaining the differences between a psychologist and psychiatrist
- Exploring career opportunities for college graduates with psychology majors

- **Examine the role of ethics in research and professional practice.**

Students may indicate this by (performance indicators):

- Describing the ethical obligations of psychologists
- Role-playing an ethical dilemma related to psychology

Curriculum Organizer - Research strategies used by psychologists to explore behavior and mental processes

It is expected that students will:

- **Describe the elements of an experiment.**

Students may indicate this by (performance indicators):

- Identifying the independent and dependent variables, possible confounding variables, and control and experimental groups in a description of an experiment
- Designing an experiment in which the hypothesis, population, sample, independent variable, dependent variable, and experimental and control groups are properly identified

- **Explain the importance of sampling in psychological research.**

Students may indicate this by (performance indicators):

- Identifying examples of representative and biased samples in research designs
- Explaining the importance of being able to generalize results of research
- Describing how sample selection (e.g., representation of gender, ethnicity, age, etc.) influences results

- **Describe and compare quantitative and qualitative research strategies**

Students may indicate this by (performance indicators):

- Explaining the characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional research, and experiments
- Identifying the suitability of a given method for researching a given hypothesis
- Specifying the populations to which a particular research result may be generalized

Curriculum Organizer - Purposes and basic concepts of statistics

It is expected that students will:

- **Explain and describe measures of central tendency.**

Students may indicate this by (performance indicators):

- Calculating the mean, median, and mode for a set of data
- Explaining the characteristics of a normal distribution
- Providing examples of psychological variables that tend to be normally distributed

- **Describe the concept of correlation and explain how it is used in psychology.**

Students may indicate this by (performance indicators):

- Differentiating between positive, negative, and zero correlations
- Identifying and providing examples of how correlations can be used to predict future behavior or performance
- Explaining the difference between correlation and causation

Curriculum Organizer - Ethical issues in research with human and other animals that are important to psychologists

It is expected that students will:

- **Identify ethical issues in psychological research.**

Students may indicate this by (performance indicators):

- Discussing ethical issues in psychological research
- Identifying historical examples of research that may have departed from contemporary ethical standards
- Discussing the pros and cons of the use of human and other animals in psychological research, including their ethical treatment

Curriculum Organizer - Development of psychology as an empirical science

It is expected that students will:

- **Discuss psychology's roots in philosophy and natural science.**

Students may indicate this by (performance indicators):

- Describing the form psychology took before the 20th century (e.g., Aristotle, Locke)

- **Describe the emergence of experimental psychology.**

Students may indicate this by (performance indicators):

- Defining psychophysics and describing its impact on empirical psychology
- Identifying Wilhelm Wundt's contributions to experimental psychology

- **Recognize the diversity of psychological theories in the 20th century.**

Students may indicate this by (performance indicators):

- Describing the major 20th century "schools" of psychology (e.g., behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology)
- Showing how different theories of psychology produce different explanations of a particular behavior (e.g., truancy, altruism)

Unit 2: Biological Bases of Behavior

After concluding this unit, students understand:

1. Structure and function of the neuron
2. Organization of the nervous system
3. Technologies and clinical methods for studying the brain
4. Structure and function of the endocrine system
5. How heredity interacts with the environment to influence behavior
6. How psychological mechanisms are influenced by evolution

Curriculum Organizer - Structure and function of the neuron

It is expected that students will:

- **Identify the neuron as the basis for neural communication.**

Students may indicate this by (performance indicators):

- Using diagrams, models, and/or computer programs to identify the structure and function of different parts of a neuron
- Discussing how internal and external stimuli initiate the communication process in the neuron
- Describing the electrochemical process that propagates the neural impulse

- **Describe how information is transmitted and integrated in the nervous system.**

Students may indicate this by (performance indicators):

- Describing the process of synaptic transmission
- Contrasting excitatory and inhibitory transmission

- **Analyze how the process of neurotransmission can be modified by heredity and environment.**

Students may indicate this by (performance indicators):

- Comparing the effects of certain drugs or toxins with the effects of neurotransmitters in relation to synaptic transmission
- Discussing the role of neurotransmitters in Parkinson's disease, hyperactivity, and/or multiple sclerosis

Curriculum Organizer - Organization of the nervous system

It is expected that students will:

- **Classify the major divisions and subdivisions of the nervous system.**

Students may indicate this by (performance indicators):

- Identifying the central nervous system and its component parts
- Identifying the peripheral nervous system and its subdivisions

- **Differentiate the functions of the various subdivisions of the nervous system.**

Students may indicate this by (performance indicators):

- Comparing the functions of the somatic and autonomic nervous systems
- Explaining the function of the sympathetic and the parasympathetic nervous systems on heart rate or other physiological responses in an emotional situation

Curriculum Organizer - Technologies and clinical methods for studying the brain

It is expected that students will:

- **Explain how research and technology have provided methods to analyze brain behavior and disease.**

Students may indicate this by (performance indicators):

- Describing how lesions and electrical stimulation in animal research provide information about brain functions
- Discussing how the use of the CAT scan, PET scan, MRI, and EEG provides information about the brain

Curriculum Organizer - Structure and function of the endocrine system

It is expected that students will:

- **Describe how the endocrine glands are linked to the nervous system.**

Students may indicate this by (performance indicators):

- Discussing the effect of the hypothalamus on the endocrine system
- Giving examples of how hormones are linked to behavior and behavioral problems

Curriculum Organizer - How heredity interacts with environment to influence behavior

It is expected that students will:

- **Assess the effects of heredity and environment on behavior.**

Students may indicate this by (performance indicators):

- Using twin and adoption studies to assess the influence of heredity and environment on behavior

Curriculum Organizer - How psychological mechanisms are influenced by evolution

It is expected that students will:

- **Explain how evolved tendencies interact with the present environment and culture to determine behavior.**

Students may indicate this by (performance indicators):

- Describing how the environment selects traits and behaviors that increase the survival rate of organisms

Unit 3: Sensation and Perception

After concluding this unit, students understand:

1. Basic concepts explaining the capabilities and limitations of sensory processes
2. Interaction of the person and the environment in determining perception
3. Nature of attention

Curriculum Organizer - Basic concepts explaining the capabilities and limitations of sensory processes

It is expected that students will:

- **Explain the concepts of threshold, adaptation, and constancy.**

Students may indicate this by (performance indicators):

- Devising demonstrations that illustrate threshold, adaptation, and constancy
- Providing real-life examples of threshold, adaptation, and constancy
- Describing historical examples of psychophysical research

- **Describe the operation of sensory systems.**

Students may indicate this by (performance indicators):

- Labeling a diagram of the parts of the eye and ear and explaining the role of each part
- Explaining the operation of other sensory systems, such as taste and touch

Curriculum Organizer - Interaction of the person and the environment in determining perception

It is expected that students will:

- **Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.**

Students may indicate this by (performance indicators):

- Finding examples of Gestalt principles
- Constructing demonstrations of Gestalt principles
- Explaining the significance of "the whole is greater than the sum of its parts"

Curriculum Organizer - Nature of attention

It is expected that students will:

- **Explain what is meant by attention.**

Students may indicate this by (performance indicators):

- Finding examples of selective attention and divided attention
- Identifying variables that draw attention to a particular event

- Designing a demonstration that illustrates the difference between selective attention and divided attention, such as listening to a lecture while taking notes
- Relating signal detection theory to an everyday example

Unit 4: Motivation and Emotion

After concluding this unit, students understand:

1. Motivational concepts
2. Biological and environmental cues instigating basic drives or motives
3. Major theories of motivation

Curriculum Organizer - Motivational concepts

It is expected that students will:

- **Apply motivational concepts to the behavior of humans and other animals.**

Students may indicate this by (performance indicators):

- Describing their own motives, goals, and values
- Identifying the values or motives appealed to in political campaigns or television advertisements
- Analyzing factors that may increase their intrinsic motivation for studying psychology
- Explaining how the effect of teacher praise or punishment on student motivation depends on the student's attribution

Curriculum Organizer - Biological and environmental cues instigating basic drives or motives

It is expected that students will:

- **Describe the interaction of internal cues and environmental cues determining motivation derived from basic drives.**

Students may indicate this by (performance indicators):

- Discussing how the concepts of homeostasis and adaptation level can be applied in understanding motivated behavior

Curriculum Organizer - Major theories of motivation

It is expected that students will:

- **Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction.**

Students may indicate this by (performance indicators):

- Applying Maslow's theory to make predictions about meeting needs
- Comparing and contrasting two theories of motivation

Unit 5: Stress, Coping, and Health

After concluding this unit, students understand:

1. Sources of stress
2. Physiological reactions to stress
3. Psychological reactions to stress
4. Cognitive and behavioral strategies for dealing with stress and promoting health

Curriculum Organizer - Sources of stress

It is expected that students will:

- **Identify and explain major sources of stress.**

Students may indicate this by (performance indicators):

- Relating results of early research about stress effects on animals
- Explaining and giving examples of approach-approach, approach-avoidance, and avoidance-avoidance conflicts
- Explaining how the hassles of contemporary life are a source of stress
- Discussing how our cognitive appraisal of situations can cause stress
- Exploring how challenges in work environments, such as violence, harassment, and downsizing, can increase stress reactions
- Describing the impact of poverty on levels of daily stress

Curriculum Organizer - Physiological reactions to stress

It is expected that students will:

- **List and explain possible physiological reactions to stress.**

Students may indicate this by (performance indicators):

- Comparing the results of initial fight or flight experiments with animals to human stress reactions
- Describing Selye's General Adaptation Syndrome (GAS)
- Describing how stress can affect the immune system

Curriculum Organizer - Psychological reactions to stress

It is expected that students will:

- **List and explain possible psychological reactions to stress.**

Students may indicate this by (performance indicators):

- Relating personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships

- Explaining how stress can affect neurotransmitter function, mood states, and immunity to illness
- Describing how stress may have positive outcomes
- Discussing how cultural differences can influence one's reaction to stress

Curriculum Organizer - Cognitive and behavioral strategies for dealing with stress and promoting health

It is expected that students will:

- **Identify and explain cognitive strategies to deal with stress and promote health.**

Students may indicate this by (performance indicators):

- Describing how the use of problem solving and other cognitive strategies may help to cope with stress and promote health
- Explaining how person versus situation attributions for life events can influence one's response to stressors and promote health

- **Identify and explain behavioral strategies to deal with stress and promote health.**

Students may indicate this by (performance indicators):

- Explaining how defense mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative effects of stress and promote health
- Brainstorming ways in which changing behavior may alleviate some negative effects of stress and promote health
- Identifying behavioral strategies for coping with stress that can negatively influence health, such as smoking and substance abuse

Unit 6: Learning

After concluding this unit, students understand:

1. Characteristics of learning
2. Principles of classical conditioning
3. Principles of operant conditioning

Curriculum Organizer - Characteristics of learning

It is expected that students will:

1.1 Discuss learning from a psychological viewpoint.

Students may indicate this by (performance indicators):

- Listing the important historical figures in learning
- Defining learning as relatively permanent changes of behavior resulting from experience
- Distinguishing learning from performance
- Demonstrating the use of theories of learning in applied examples

Curriculum Organizer - Principles of classical conditioning

It is expected that students will:

- **Describe the classical conditioning paradigm.**

Students may indicate this by (performance indicators):

- Explaining how, according to Pavlov's theory, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus
- Labeling elements in classical conditioning examples
- Designing procedures to produce classically conditioned responses

Curriculum Organizer - Principles of operant conditioning

It is expected that students will:

- **Describe the operant conditioning paradigm.**

Students may indicate this by (performance indicators):

- Describing how consequences influence behavior, such as reinforcement strengthening a behavior's occurrence
- Identifying consequences of punishment in controlling behavior
- Predicting future strength of behavior by applying operant conditioning principles
- Designing procedures to produce operant responses

- Applying operant conditioning to correcting behavior, such as using shaping, chaining, and self-control techniques
- Discussing Skinner's contributions to popularizing behaviorism
- Translating emotional responses related to stereotyping, prejudice, and discrimination in operant terminology

Unit 7: Memory

After concluding this unit, students understand:

1. Short-term and long-term memory systems
2. Retrieval, or getting information out of memory
3. Methods for improving memory

Curriculum Organizer - Short-term and long-term memory systems

It is expected that students will:

- **Describe the operation of short-term memory.**

Students may indicate this by (performance indicators):

- Explaining the duration and capacity of short-term memory
- Providing examples of the use of chunking to increase the capacity of short-term memory
- Conducting a demonstration that uses short-term memory
- Providing examples of primacy and recency effects

- **Describe the operation of long-term memory.**

Students may indicate this by (performance indicators):

- Charting the duration and capacity of long-term memory
- Providing examples of episodic, semantic, and procedural memories
- Reporting the primary findings of Ebbinghaus' nonsense-syllable studies

Curriculum Organizer - Retrieval, or getting information out of memory

It is expected that students will:

- **Analyze the importance of retrieval cues in memory.**

Students may indicate this by (performance indicators):

- Identifying contextual and state-related cues
- Examining problems related to incomplete retrieval, such as the tip-of-the-tongue phenomenon

- **Explain the role that interference plays in retrieval.**

Students may indicate this by (performance indicators):

- Providing examples of proactive and retroactive interference
- Relating the concept of interference to studying school-related material

- **Relate difficulties created by reconstructive memory processes.**

Students may indicate this by (performance indicators):

- Speculating about the role of reconstruction in claims of repressed childhood memories
- Speculating about the role of reconstruction in cases of eyewitness testimony

Curriculum Organizer - Methods for improving memory

It is expected that students will:

- **Identify factors that interfere with memory.**

Students may indicate this by (performance indicators):

- Generating examples of interference that reduce academic performance
- Describing case studies that involve memory loss
- Exploring the controversy surrounding repressed memories related to child abuse

- **Develop strategies for improving memory based on our understanding of memory.**

Students may indicate this by (performance indicators):

- Developing and describing mnemonic devices to help learn psychological concepts
- Listing specific suggestions to enhance deep processing of information and to minimize the effect of interference
- Describing how concepts such as massed versus distributed practice, overlearning, state and context dependence, and schemas might relate to studying

Unit 8: States of Consciousness

After concluding this unit, students understand:

1. Characteristics of sleep and theories that explain why we sleep
2. Theories used to explain and interpret dreams
3. Categories of psychoactive drugs and their effects

Curriculum Organizer - Characteristics of sleep and theories that explain why we sleep

It is expected that students will:

- **Describe the NREM-REM sleep cycle.**

Students may indicate this by (performance indicators):

- Drawing and labeling a graph that shows the sleep cycle throughout the night

- **Compare theories that explain why we sleep.**

Students may indicate this by (performance indicators):

- Comparing restorative theories with evolutionary theories

- **Assess types of sleep disorders.**

Students may indicate this by (performance indicators):

- Providing possible solutions for insomnia
- Listing the symptoms of narcolepsy and sleep apnea

Curriculum Organizer - Theories used to explain and interpret dreams

It is expected that students will:

- **Compare different theories about the use and meaning of dreams.**

Students may indicate this by (performance indicators):

- Comparing different theories about the significance of dreams (e.g., activation-synthesis or Freudian theory)

Curriculum Organizer - Categories of psychoactive drugs and their effects

It is expected that students will:

- **Characterize the major categories of psychoactive drugs and their effects.**

Students may indicate this by (performance indicators):

- Charting the names, sources, and uses of narcotic, depressant, stimulant, and hallucinogenic drugs
- Identifying the potential for physiological and psychological dependence
- Describing the short-term behavioral, physiological, and cognitive effects
- Identifying the neurochemical mechanisms of drugs, such as nicotine or cocaine

Unit 9: Psychological Disorders

After concluding this unit, students understand:

1. Characteristics and origins of abnormal behavior
2. Major categories of abnormal behavior

Curriculum Organizer - Characteristics and origins of abnormal behavior

It is expected that students will:

- **Distinguish the common characteristics of abnormal behavior.**

Students may indicate this by (performance indicators):

- Listing criteria that distinguish normal from disordered behavior
- Identifying patterns of behavior that constitute abnormality
- Describing how some abnormal behaviors may be designated as abnormal only in particular historical or cultural contexts

- **Relate judgments of abnormality to contexts in which those judgments occur.**

Students may indicate this by (performance indicators):

- Identifying how judgments about abnormality have changed through history
- Acknowledging sociocultural implications of labeling behavior as abnormal

- **Describe major explanations for the origins of abnormality.**

Students may indicate this by (performance indicators):

- Describing biological approaches as explaining disorders arising from physiological sources
- Characterizing psychological approaches as explaining disorders derived from psychological sources, such as emotional turmoil, distorted thinking, and learning

Curriculum Organizer - Major categories of abnormal behavior

It is expected that students will:

- **Discuss major categories of abnormal behavior.**

Students may indicate this by (performance indicators):

- Explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, substance abuse disorders, and schizophrenia
- Identifying symptoms of selected categories of disorders

Unit 10: Treatment of Psychological Disorders

After concluding this unit, students understand:

1. Prominent methods used to treat people with disorders
2. Types of practitioners who implement treatment
3. Legal and ethical challenges involved in delivery of treatment

Curriculum Organizer - Prominent methods used to treat people with disorders

It is expected that students will:

- **Describe availability and appropriateness of various modes of treatment for people with psychological disorders.**

Students may indicate this by (performance indicators):

- Identifying major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, feminist, and biomedical

- **Describe characteristics of effective treatment and prevention.**

Students may indicate this by (performance indicators):

- Describing prevention strategies that build resilience and promote competence

Curriculum Organizer - Types of practitioners who implement treatment

It is expected that students will:

- **Identify therapists according to training.**

Students may indicate this by (performance indicators):

- Differentiating various types of intervention specialists: psychologist versus psychiatrist versus counselor versus social worker

Curriculum Organizer - Legal and ethical challenges involved in delivery of treatment

It is expected that students will:

- **Describe the intersection between mental health and law.**

Students may indicate this by (performance indicators):

- identifying conflicts between individual rights and rights of society, as illustrated by deinstitutionalization and commitment proceedings
- Distinguishing "competent to stand trial" versus "legally insane" status

- **Examine the influence of law on the practice of psychotherapy.**

Students may indicate this by (performance indicators):

- Identifying the therapist's ethical obligation to practice competently
- Describing how confidentiality regulations protect client privacy
- Explaining right to treatment as well as right to refuse treatment

Unit 11: Social and Cultural Dimensions of Behavior

After concluding this unit, students understand:

1. Social judgment and attitudes
2. Social and cultural categories
3. Group processes
4. Social influence

Curriculum Organizer - Social judgment and attitudes

It is expected that students will:

- **Demonstrate an understanding of person perception.**

Students may indicate this by (performance indicators):

- Explaining the role of social schemas in person perception
- Stating how different kinds of physical attractiveness can influence perceptions of other personal characteristics
- Describing how cultural socialization determines social schema development

- **Identify sources of attitude formation.**

Students may indicate this by (performance indicators):

- Providing learning-based interpretations of attitude formation
- Explaining the role of expectations and stereotyped thinking as they relate to attitude and behavior

- **Assess some methods used to change attitudes.**

Students may indicate this by (performance indicators):

- Citing research on the effects of advertising and persuasion
- Speculating about the potential of media to influence positive attitude change
- Creating campaigns to produce social change and evaluate their effectiveness

Curriculum Organizer - Social and cultural categories

It is expected that students will:

- **Identify basic social and cultural categories.**

Students may indicate this by (performance indicators):

- Identifying major social categories in the Canadian culture (e.g., gender, race, ethnicity, sexual orientation, and disability)
- Describing the components of culture (e.g., symbols, language, norms, and values)

- Differentiating between culture and society or social structure

Curriculum Organizer - Group processes

It is expected that students will:

- **Describe effects of the presence of others on individual behavior.**

Students may indicate this by (performance indicators):

- Applying the notion behind social facilitation to performance at a track meet
- Providing an example of the bystander effect
- Distinguishing differences in social behavior among individuals relative to their exercise of power (e.g., persons with less power may show greater awareness of persons with more power)

- **Describe how social structure can affect intergroup relations.**

Students may indicate this by (performance indicators):

- Discussing conflict and the processes involved in conflict resolution

- **Explore the nature of bias and discrimination.**

Students may indicate this by (performance indicators):

- Describing situations in which bias occurs
- Examining how bias and discrimination influence behavior
- Describing examples from early research on prejudice and discrimination
- Relating a personal example of ethnocentrism
- Exploring the nature of in-group/out-group dynamics
- Predicting how the self-fulfilling prophecy can fuel stereotypes about ethnic groups
- Developing strategies for promoting tolerance, cooperation, and equality

Curriculum Organizer - Social influence

It is expected that students will:

- **Describe circumstances under which conformity and obedience are likely to occur.**

Students may indicate this by (performance indicators):

- Explaining the importance of group size as a predictor of conformity
- Discussing why obedience to authority is a common phenomenon
- Citing examples of disobedience to authority

Instructional Components:

Direct Instruction, Computer-based Tutorials, Self-directed Learning Exercises, Video Clips, Animations, Simulations, Demonstrations, Case Study Analysis, Library Research, Debating Controversial Issues, Role Playing, Critique of Media Resources, Deconstruction of Advertisements, Brainstorming, Self-Analysis, Group Projects, Participation in Experiments, Completion of Surveys and Psychological Tests/Assessments, Direct Experience with Optical Illusions, Vision Testing, and Distortions of Color Vision.

Assessment Component:

Formative assessment takes place continuously to make adjustments to the teaching process and enhance student learning by gaining an understanding of students' existing beliefs and knowledge, and identifying incomplete understandings, false beliefs, and naive interpretations of concepts that may influence or distort learning. Methods include questioning, observation and conversations.

Psychology 12 students engage in an ongoing meta-cognitive experience, in which they are able to monitor their learning, make corrections, and develop a habit of mind for continually reviewing and challenging what they know.

A variety of summative assessment methods (Consistent with the Principles for Fair Assessment Practices for Education in Canada) are used to gather the information needed to assess, evaluate, and report on student learning. Methods include classroom and standardized tests, computer-based assessments, student projects, presentations, conferences, self and peer assessment, and practical/performance tasks.

By emphasizing progress and achievement rather than failure assessment can increase student motivation.

Grading Scheme	Term Marks	Final Mark
	Assignments 20%	Cumulative Mark75%
	Quizzes 10%	Final Exam <u>25%</u>
	Tests 30%	Total 100%
	Participation 15%	
	Projects <u>25%</u>	
	Total 100%	

Learning Resources:

Psychology 12 relies heavily on the notes and assignments developed by the instructor who holds an Advanced Major in Psychology from Dalhousie University. There is no student text for the course. This course uses web sites for information, videos, research, simulations and demonstrations. This course uses articles from Psychology Today that pertain to units under study. Segments from books from the school library such as Taking Sides on Controversial Issues in Psychology are used as well. The course uses activities from the American Psychological Association publications Activities for the Psychology Classroom Volumes I, II and III.

Additional Information:

Students should emerge from their first exposure to psychology with a rich appreciation of the nature of psychology. Although the majority of students will not become psychologists, they should be favorably disposed toward the potential role that psychology—its principles, processes, and professionals—may play in their lives.

Acknowledgements:

The learning outcomes and performance indicators used in this template were chosen from those listed in the National Standards for High School Psychology Curricula, which I used when designing the course. That document was constructed by The American Psychological Association. It can be viewed at:

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