Psychology 12A

District Number: 98

Developed by: FH Collins High School

Date Developed: January 2011

School Name: FH Collins High School

Principal's Name: Darren Hays

Board/Authority Approval Date: 2013

Board/Authority Signature:

Course Name: Psychology 12A

Course Code: YPSYC 12A

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None, but successful completion of Psychology 11, Biology 11, chemistry 11, or English 11 is helpful.

Special Training, Facilities or Equipment Required:
Access to a computer lab, a TV and a VCR/DVD player /projector//access to you tube

Course Synopsis: Psychology 12 is a course on human behavior and basic concepts in modern psychology. This course covers the five major psychological domains—Methods, neuropsychology, Cognitive, abnormal, and Socio-cultural—in depth. This course is recommended for those students who have an interest in a comprehensive study of the breadth and depth of Psychology and who may wish to pursue it further at a post-secondary institution. This course focuses on developing student skills that will help them succeed in a post-secondary setting. These will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Rationale: Psychology 12 reflects two basic approaches: There will be an emphasis on personal insight as well as a major emphasis on the scientific and cross-cultural basis of observable behavior in humans and animals. The expectation for Psychology 12 is that the course will cover the basic content of a full year introductory Psychology course at a post-secondary institution.

In addition to content specifications, a well-taught Psychology 12 course should foster development of certain abilities and attitudes. For example, high school psychology students should develop curiosity about the causes of human behavior. Some content standards may emphasize certain abilities and attitudes over others. However, course objectives should include the integration of abilities and attitudes across content domains. The course promotes critical thinking, active learning, in both group and individual activities, hands on experiments, writing, reading and research skills.

Organizational Structure: Unit/Topic	Title	Time
Unit 1 – METHODS Domain	• Introduction and Research Methods	10 hrs
Unit 2 – Cognitive Domain	• Sensation and Perception • Motivation and Emotion • Stress, Coping, and Health • Consciousness • Sleep and Dreams • Learning and language	10 hrs 10 hrs 8 hrs
Unit 3 – Neuropsychology Domain	• Memory • Thinking • Major schools of thought	10 hrs 10 hrs 10 hrs
Unit 4 – Abnormal Psychology Domain	• Insanity • Sociopathy • Disorders • Therapy • Fear and anxiety	12 hrs
Unit 5 – SOCIOCULTURAL Domain	• Personality and Assessment • Group behavior • Relationships	10 hrs 10 hrs 10 hrs
Total Hours		110-120 Hours

Unit/Topic/Module Descriptions:

Unit 1: Methods Time: 10 Hours
Curriculum Organizer 1: **Contemporary perspectives used by psychologists to understand behavior and mental processes in context.**

Learning Outcomes: It is expected students will:
• Describe and compare the biological, behavioral, cognitive, and sociocultural perspectives
• Analyze how each perspective would explain a concept such as aggression
• Evaluate the limitations of each perspective in assessing behavior and mental processes
• Compare primary emphases of the different perspectives
• Examine historical factors that influenced the popularity of a selected perspective
• Understand the purpose and basic concepts of statistics
• Explore the development of psychology as an empirical science

Curriculum Organizer 2: **Development of psychology as an empirical science**

Learning Outcomes: It is expected students will:
• Discuss psychology's roots in philosophy and natural science
• Describe the form psychology took before the 20th century (e.g., Aristotle, Locke)
• Summarize some 19th century physiological research findings (e.g., Helmholtz, Weber, and Wundt)
• Describe the emergence of experimental psychology.
• Recognize the diversity of psychological theories in the 20th century
• Describe the major 20th century "schools" of psychology (e.g. behaviourism, Gestalt psychology, psychoanalysis, humanistic psychology)
• Show how different theories of psychology produce different explanations of a particular behavior (e.g., truancy, altruism)
• Describe psychology's increasing inclusiveness of diverse interests and constituents

• Identify how research biases have influenced research design and scope

Curriculum Organizer 3: **Purposes and basic concept of statistics**

Learning Outcomes: It is expected students will:
• Explain how statistical analysis can add value to the interpretation of behavior
• Cite a statistical finding to strengthen an argument
• Calculate the mean, median, and mode for a set of data
• Explain the characteristics of a normal distribution
• Identify and provide examples of how correlations can be used to predict future behavior or performance
• Explain the difference between correlation and causation

Unit 2: Cognitive Psychology -Time: 28 Hours
A. Sensation and Perception

Curriculum Organizers 1: **Basic Concepts explaining the capabilities and limitations of sensory processes**

Learning Outcomes: It is expected students will:
• Provide real-life examples of threshold, adaptation, and constancy
• Explain the operation of other sensory systems, such as taste and touch
• Compare the sensory capabilities of humans and other species, such as the echo-detection system in bats
• Speculate about system limitations, such as human limits related to sensing the spectrum of light
• Analyze advertisements for their use of sensory information
• Find examples of sensory principles in an area other than advertising, such as in music or textbooks

Curriculum Organizer 2: **Interactions of the person and the environment in determining perception**

Learning Outcomes: It is expected students will:
• Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity and closure.
• Find examples of Gestalt principles
• Construct demonstrations of Gestalt principles
• Explain the significance of "the whole is greater than the sum of its parts"
• Find examples of monocular depth cues, such as linear perspective and relative size, in pictures, paintings, or photographs
• Analyze how three-dimensional viewers or random dot stereo grams use stereopsis to create depth
• Analyze the factors that influence the validity of eyewitness testimony (e.g., framing of questions, cross-racial identification problems)
• Speculate about how perceptual principles may relate to stereotypes and prejudice
• Describe cross-cultural studies that illustrate cultural similarities and differences in perception

B. Motivation and Emotion
Curriculum Organizer 1: **Motivational Concepts**

Learning Outcomes: It is expected students will:
• Apply motivational concepts to the behavior
• Identify the values or motives appealed to in political campaigns or television advertisements
• Analyze factors that may increase their intrinsic motivation for studying psychology
• Explain how the effect of teacher praise or punishment on student motivation depends on the student's attribution
• Describe the interaction of internal cues and environmental cues determining motivation derived from basic drives
• Describe the situational cues giving rise to anger and fear
• Analyze occasions on which they became angry or afraid
• Evaluate personal experiences of discrimination giving rise to fear and/or anger

- Describe the situational cues and individual characteristics giving rise to curiosity and anxiety
- Explain why one person would be curious and another anxious in the same situation
- Discuss why one person responds to stereotyping without anxiety and another person responds with anxiety

Curriculum Organizer 2: **Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects**

Learning Outcomes: It is expected students will:
- Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories
- Cite research to support a theory of emotion
- Compare and contrast two theories of emotion
- Discuss key ideas of emotional intelligence
- Explain the relationship between level of arousal and performance

C. Stress

Curriculum Organizer **1: Identifying and explaining major sources of stress**

Learning Outcomes: It is expected students will:
- Examine the impact of discrimination from sexism, heterosexism, racism, ageism, etc.
- Examine the impact of discrimination on persons who are visible immigrants by accent or phenotype

Curriculum Organizer 2: **Physiological reactions to stress**

Learning Outcomes: It is expected students will:
- Compare the results of initial fight or flight experiments with animals to human stress reactions

Curriculum Organizer 3: **Psychological reactions to stress**

Learning Outcomes: It is expected students will:
- Relate personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships
- Discuss the pros and cons of seeking professional help to cope with stress

Unit 3: Neuropsychology Domain Time: 30 Hours
A. Learning
Curriculum Organizer 1: **Characteristics of Learning**

Learning Outcomes: It is expected students will:
- Discuss learning from a psychological viewpoint
- List the important historical figures in learning
- Define learning as relatively permanent changes of behavior resulting from experience

• Distinguish learning from performance
• Demonstrate the use of theories of learning in applied examples
• Articulate how changes in adaptation can result from genetic factors or learned experiences
• Compare how cultures differ in promoting learned behavior

Curriculum Organizer 2: **Principles of classical conditioning**

Learning Outcomes: It is expected students will:
• Describe the classical conditioning paradigm
• Explain how, according to Pavlov's theory, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus
• Label elements in classical conditioning examples
• Design procedures to produce classically conditioned responses

Curriculum Organizer 3: **Principles of operant conditioning**

Learning Outcomes: It is expected students will:
• Describe the operant conditioning paradigm
• Describe how consequences influence behavior, such as reinforcement strengthening a behavior's occurrence
• Identify consequences of punishment in controlling behavior
• Apply operant conditioning to correcting behavior, such as using shaping, chaining, and self-control techniques
• Predict future strength of behavior by applying operant conditioning principles
• Design procedures to produce operant responses
• Discuss Skinner's contributions to popularizing behaviorism
• Translate emotional responses related to stereotyping, prejudice, and discrimination in operant terminology

Curriculum Organizer 4: **Components of cognitive learning**

Learning Outcomes: It is expected students will:
• Explain how observational learning works
• Describe examples of learning by observation, such as Bandura's bobo doll study
• Identify everyday examples of observational learning
• Explore the roles of expectation in promoting learning
• Differentiate insight learning from other forms of learning
• Describe how cognitive approaches differ from classical and operant conditioning
• Examine factors affecting academic performance that may differ for males and females (e.g., "chilly climate" effect on female students)
• Predict how teacher expectancy can influence differential achievement for members of ethnic groups

B. Memory

Curriculum Organizer 1: **Encoding, or getting information into memory**

Learning Outcomes: It is expected students will:
• Identify other factors that influence encoding
• Demonstrate the role of imagery in encoding
• Develop examples of dual encoding, such as encoding both semantically and visually
• Provide several examples of surface and deep processing

Curriculum Organizer 2: **Short-term and long-term memory systems**

Learning Outcomes: It is expected students will:
• Describe the operation of short-term memory
• Explain the duration and capacity of short-term memory
• Provide examples of the use of chunking to increase the capacity of short-term memory
• Conduct a demonstration that uses short-term memory
• Describe the operation of long-term memory
• Chart the duration and capacity of long-term memory
• Provide examples of episodic, semantic, and procedural memories
• Provide examples of primacy and recency effects

Curriculum Organizer 3: **Retrieval, or getting information out of memory**

Learning Outcomes: It is expected students will:
• Analyze the importance of retrieval cues in memory
• Identify contextual and state-related cues
• Examine problems related to incomplete retrieval, such as the tip-of-the-tongue
    phenomenon
• Explain the role that interference plays in retrieval
• Provide examples of proactive and retroactive interference
• Relate difficulties created by reconstructive memory processes
• Speculate about the role of reconstruction in claims of repressed childhood memories
• Speculate about the role of reconstruction in cases of eyewitness testimony

Curriculum Organizer 4: **Biological bases of memory**

Learning Outcomes: It is expected students will:
• Identify the brain structures most important to memory
• Relate case studies of damage to the hippocampus and its effect on memory
• Report on disorders, such as Alzheimer's and stroke, that can impair memory

Curriculum Organizer 5: **Methods for improving memory**

Learning Outcomes: It is expected students will:
• Identify factors that interfere with memory

• Generate examples of interference that reduce academic performance
• Describe case studies that involve memory loss
• Explore the controversy surrounding repressed memories related to child abuse
• Explain cross-racial eyewitness identification
• Develop strategies for improving memory based on our understanding of memory

C. Thinking and Language

Curriculum Overview 1: **Basic elements comprising thought**

Learning Outcomes: It is expected students will:
• Identify mental images and verbal symbols as elements that comprise thinking
• Describe the process of concept formation
• Analyze a group of words, phrases, or images and identify the unifying concept
• Discuss how researchers study concept formation

Curriculum Organizer 2: **Strategies and obstacles involved in problem-solving and decision-making**

Learning Outcomes: It is expected students will:
• Describe the steps involved in the problem-solving process
• Provide examples of how algorithms, heuristics, and insight are used in problem-solving
• Discuss how creative thinking strategies, such as divergent thinking, brainstorming, and restructuring, are used in problem-solving
• Describe the effects of social factors on problem-solving
• Provide examples of how mental set and functional fixedness prevent the solving of a problem
• Evaluate strategies and obstacles involved in a class problem-solving activity
• Provide examples of how framing, risk avoidance, and overconfidence can affect the making of decisions
• Discuss how beliefs and motives influence reasoning

Curriculum Organizer 3: **Structural features of language**

Learning Outcomes: It is expected students will:
• Demonstrate that language is not limited to sounds by using American Sign Language

Curriculum Organizer 4**: Theories and developmental stages of language acquisition**

Learning Outcomes: It is expected students will:
• Trace the stages of language development from infancy to childhood
• Contrast the language development of bilingual/trilingual children to the development of children who speak only one language
• Compare the views of Chomsky and Skinner on language development
• Describe current theories of language acquisition
• Discuss the effect of culture on language acquisition
• Debate the advantages and disadvantages of bilingual education

• Describe the nature of communication in honeybees
• Relate conclusions drawn from early attempts to teach language to apes
• Discuss contemporary views on the extent to which apes use language

Unit 4: Abnormal Psychology Time: 12 Hours
A. Treatment of Psychological Disorders

Curriculum Organizer 1**: Prominent Methods used to treat people with disorders**

Learning Outcomes: It is expected students will:
• Describe the availability and appropriateness of various modes of treatment for people with psychological disorders
• Identify major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, feminist, and biomedical
• Distinguish psychotherapy from medical intervention and spiritual support
• Describe different treatment formats, such as individual, couples, group and systems
• Explain how different treatment orientations will influence the therapy plan
• Discuss how theoretical orientations may promote specific treatment biases
• Describe characteristics of effective treatment and prevention
• Characterize early attempts to reduce psychological symptoms and speculate about their likelihood of success
• Discuss the credibility of treatment based upon cultural explanations or beliefs about abnormality or causation of illness

Curriculum Organizer 2**: Types of Practitioners who implement treatment**

Learning Outcomes: It is expected students will:
• Identify therapists according to training
• Differentiate various types of intervention specialists: psychologist versus psychiatrist versus counselor versus social worker
• Argue about the advantages and disadvantages of different types of practitioners

• Speculate about factors that prompt ethnic minority group members to stay or leave the treatment (sometimes characterized as "premature termination") provided in various mental health facilities
• Identify criteria for evaluating successful treatment
• Discuss the validity of findings of research methods with methods with different cultural groups
• Cite evidence for success of a treatment intervention
• Explore how credibility of treatment professionals or healers varies among diverse groups of people
• Locate care providers through established systems, such as local mental health associations, hospitals, and mental health clinics
• Speculate about why disenfranchised group members might mistrust mental health professionals in traditional settings

Curriculum Organizer 3: Legal and Ethical challenges involved in the delivery of treatment
• Describe the intersection between mental health and law
• identifying conflicts between individual rights and rights of society, as illustrated by deinstitutionalization and commitment proceedings
• Distinguish "competent to stand trial" versus "legally insane" status in the Canadian context
• Identify historical or fictional examples involving mental health judgments in legal settings
• Examine the influence of law on the practice of psychotherapy
• Identify the therapist's ethical obligation to practice competently
• Describe how confidentiality regulations protect client privacy
• Explain the right to treatment as well as the right to refuse treatment

Curriculum Organizer 3: **Major categories of Abnormal Behavior**

Learning Outcomes: It is expected students will:
• Discuss major categories of abnormal behavior
• Explain selected categories of abnormal behavior, such as anxiety disorders, mood disorders, substance abuse disorders, and schizophrenia
• Identify symptoms of selected categories of disorders
• Explore the challenges associated with accurate diagnosis
• Examine the influence of class, gender, ethnic, or age bias on diagnosis
• Explore how definitions of abnormality differ over time and across cultures
• Explain how psychologists with different orientations produce different diagnostic conclusions about the same case examples

Curriculum Organizer 4: **Impact of Mental Disorders**

Learning Outcomes: It is expected students will:
• Speculate about means for promoting greater understanding of abnormal behavior
• Describe early efforts to promote tolerance of those stigmatized by mental disorder
• Develop a strategy to promote support for individuals with specific mental disorders
• Explore how sociocultural factors influence vulnerability to abnormal behavior
• Describe the role of heredity as it influences risk for abnormal behavior
• Cite historical or fictional examples of stigmatized behavior

Unit 5: Sociocultural Domain Time: 30 Hours
A. Personality and Assessment
Curriculum Organizer 1: **What is meant by Personality?**

Learning Outcomes: It is expected students will:
• Identify their own thoughts, feelings, and behavior in a personal experience
• Explore the impact of sociocultural factors on personality development, including ethnicity, gender, sexual orientation, ability/disability, and so on
• Speculate on the difficulties personality researchers have studying personality
• Discuss how bicultural and multicultural individuals may express different personality

dimensions depending on the cultural context
• Describe how personality can explain individual differences and individual consistencies

Curriculum Organizers 2: **Personality Approaches and Theories**

Learning Outcomes: It is expected students will:
• Explain the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches
• Identify important contributions to the understanding of personality
• Describe the influence of external stimuli, modeling, and situational context on behavior
• Explore the significance of self-perception and needs on an individual's thoughts, feelings, and actions
• Analyze how each approach would assess a case study
• Classify primary dimensions, such as emotional stability or extraversion, as a way to organize behavioral phenomena

Curriculum Organizer 3: **Assessment Tools used in Personality**

Learning Outcomes: It is expected students will:
• Distinguish between objective and projective techniques of personality assessment
• Name popularly used objective and projective tests
• Describe tests used in personality assessment.
• Explain key features of tests, such as the Minnesota Multiphasic Personality Inventory (MMPI-2) and the Thematic Apperception Test (TAT)

Curriculum Organizer 4: **Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods**)

Learning Outcomes: It is expected students will:
• Differentiate between nature versus nurture
• Give an example of a critical period in development
• Evaluate the significance of critical periods in development
• Explain difficulties of research in the area of critical periods
• Link cortical development to enriched environments during critical periods
• Give an example to illustrate continuity or discontinuity in development
• Cite research concerning stability or instability of traits over time

Instructional Component:
• Direct instruction
• Indirect instruction
• Interactive instruction
• Independent instruction
• Modeling
• Practical creativity (portfolio, brochures, posters, presentations, etc.)

- Brainstorming
- Critical thinking
- Reading and writing
- Cooperative group work
- Multimedia
- PowerPoint presentations
- Analysis of commercial film and video works
- Field experiments (surveys, etc.)

Assessment Component:

Suggested assessment criteria Assessment	Details
Test/Exams	20-30%
Discussion/Participation/Preparation	10-20%
Classroom Projects	10-20%
Essays/Projects/labs	40-60%

Resources:

MacDonald, M.(2008) Your Brain: The Missing Manual. O'Reilly Books, Sebastopol, Califormia

Howard, P. (2006) The Owner's Manual for the Brain (3rd Ed). Bard Press, Austin, Texas

Carter, R.(2009) The Human Brain Book. DK Publishing, London