BA Psychology 11

District Name: Kamloops/Thompson

District Number: SD #73

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School Name: Logan Lake Secondary School

Principal's Name: Kent Brewer

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Psychology

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): None. This course option should be open to grade 10 accelerated students who show an interest in the discipline of Psychology. Department permission required.

Special Training Required: University degree preferably with some course work in Psychology

Facilities or Equipment Required: Presentation Projector (InFocus), TV, VCR and DVD Player, Computer (s) with Internet Connection, Overhead Projector

Resources Required:
Psychology, (David Myers) 4th, 5th, 6th, 7th Editions
Study Guide for Myers
Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)

Teaching of Psychology
 (the journal of American Psychology teachers from high school through college level)
The Critical Thinking Companion: For Introductory Psychology 2nd Edition
Psychology and You, 2nd Edition (McMahan, McMahan, and Romano, 1995)

Multimedia Resources:
David Myers - PowerPoint Notes
Digital Media Archive: For Psychology

Video (DVD) Resources:
The Mind Series 2nd Edition
Psychology: The Human Experience
Discovering Psychology Series updated edition
The *Brain Series* Teaching Module 2nd Ed.
Scientific American Frontiers Series 2nd Edition

Course Synopsis: *Human beings are fascinated by each other. Just think about how much time we spend watching people's behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people's lives to get our attention. People watching could be viewed as a very popular spectator sport.*

Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others' wishes, yet also rebel against restraints on their freedom. It's not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 or AP Psychology 12.

Rationale: Psychology 11 is an introductory survey course. We think psychology can be well represented by including at least one unit from each of the major "domains" of psychology. We recommend making judicious selections among the content areas available to suit the length of the course, needs of the students, and talents of the teachers.

Psychology 11 reflects two basic approaches: There will be an emphasis on personal insight with a minor emphasis on the scientific basis. It is expected that the emphasis of the Psychology 11 course will be activity based. Students will use the content knowledge of the course and apply this knowledge through engaging and meaningful activities which may involve the community, the home and the school environment.

Psychology 11 must include content from the Methods, Biopsychological and Developmental domains. Teachers are encouraged to select one or two units in each of the remaining domain to fit their courses. Experienced teachers may find ways to integrate content listed under one domain with other domains as well, which is appropriate and desirable.

In addition to content specifications, a well-taught Psychology 11 course should foster development of certain abilities and attitudes. For example, high school psychology students should develop curiosity about the causes of human behaviour. 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 (*units, topics, modules*)

Unit/Topic	Title	Time
Unit 1 - METHODS Domain	• Introduction and Research Methods	See Appendix 1
Unit 2 -BIOPSYCHOLOGICAL Domain	• Biological Bases of Behaviour • Sensation and Perception (Optional) • Motivation and Emotion (Optional) • • Stress, Coping, and Health	See Appendix 1
Unit 3 - COGNITIVE Domain (Optional)	• Learning • Memory • Thinking and Language • States of Consciousness	See Appendix 1
Unit 4 - DEVELOPMENTAL Domain	• Lifespan Development	See Appendix 1

Unit 5 - SOCIOCULTURAL Domain (Optional)	• Individual Differences • Personality and Assessment • Psychological Disorders • Treatment of Psychological Disorders • Social and Cultural Dimensions of Behaviour	See Appendix 1
	Total Hours	120 Hours

Prescribed Learning Outcomes for Psychology 11

By the completion of Psychology 11, students will be able to:

- Observe/listen accurately.
- Apply the psychological perspectives learned in a variety of activities throughout the course.
- Improve in the ability to interact effectively with others.
- Use psychological concepts meaningfully to explain behaviour in oral and written activities.
- Demonstrate ability to use technology to enhance analysis and communication.
- Interact appropriately with others in interpersonal and group contexts.
- Develop the ability to understand issues from diverse points of view
- Understand the values of the discipline of psychology through application.
- Demonstrate enhanced curiosity about understanding people.
- Recognize the breadth and complexity of behaviour and mental processes
- Recognize the need for scientific explanations of behaviour.
- Recognize the importance of lifelong learning to improve adaptability.
- Acknowledge the role of psychology in promoting human welfare.
- Appreciate how culture provides a context for learning and producing behaviour.
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Unit 1- Methods

Curriculum Organizer 1: Contemporary perspectives used by psychologists to understand behaviour and mental processes.

It is expected students will:

- Analyze how the learned perspectives would explain a concept such as aggression
- Evaluate the limitations of each perspective in assessing behaviour and mental processes
- Examine historical factors that influenced the popularity of a selected perspective

Curriculum Organizer 2: Major subfields

It is expected students will:

- Explain the differences between a psychologist and psychiatrist
- Examine the role of ethics in research and professional practice
- Describe the ethical obligations of psychologists
- Role-play an ethical dilemma related to psychology

Curriculum Organizer 3: Research strategies

It is expected students will:

- Describe the elements of an experiment.
- Identify the independent and dependent variables, possible confounding variables, and control and experimental groups in a description of an experiment.
- Design 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.
- Identify examples of representative and biased samples in research designs
- Describe how sample selection (e.g., representation of gender, ethnicity, age, etc.) influences results.
- Explain the characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional research, and experiments

Curriculum Organizer 4: Development of psychology

It is expected students will:

- 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 behaviour (e.g., truancy, altruism)

Unit 2: Biopsychological Domain

Biological Bases of Behaviour

Curriculum Organizer 1: Structure and function of the neuron

It is expected students will:

- Identify the basic function of the neuron and neural communication.
- Describe how information is transmitted and integrated in the nervous system.

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

Curriculum Organizer 2: Organization of the nervous system

It is expected students will:

- Identify through diagrams and hands on activities, the central nervous system and its component parts
- Identify through diagrams and hands on activities, the peripheral nervous system and its subdivisions
- Discuss how heart rate or other physiological responses can affect an emotional situation

Curriculum Organizer 3: The Structure and Function of the Brain

It is expected students will:

- Identify the structure and function of the major regions of the brain.
- Identifying the regions of the brain by using diagrams, and or role play etc
- Have knowledge of the functions of the major brain regions

Curriculum Organizer 4: Technologies for studying the Brain

It is expected students will:

- Discussing how the use of the CAT scan, PET scan, MRI, fMRI and EEG provides information about the brain

Curriculum Organizers 5: Specialized functions of the brain's hemispheres

It is expected students will:

- Demonstrate the influence on brain function between the left and right hemispheres in an activity.
- Apply how vision, motor, language, and other functions are regulated by each hemisphere in a hands on experiment or activity.
- Develop an understanding of split-brain research.

Curriculum Organizers 6: Function of the endocrine system

It is expected students will:

- Have an understanding of how hormones are linked to behaviour and behavioural problems.

Curriculum Organizers 7: How heredity interacts with environment to influence behaviour

It is expected students will:

- Explore the effects of heredity and environment on behaviour.
- Discuss how chromosomal abnormalities can cause a genetic disorder such as Down syndrome.
- Use activities of twin or adoption studies to assess the influence of heredity and environment on behaviour

Unit 3: Developmental Domain

Lifespan Development

Curriculum Organizer 1: Development as a lifelong process

It is expected students will:

- Illustrate, through a variety of activities, developmental changes in physical, cognitive, and social development throughout the lifespan.
- Explore how peer relationships change over time.
- Discuss the relative importance of peers' versus parents' influence in different cultural groups.
- Examine how race, culture, gender, age, ethnicity, religion, sexual orientation, ability/disability, and so on affect our lives over the lifespan
- Compare, through activities, their own life experiences with general patterns of others from their generation.
- Predict their own developmental changes over time.
- Describe and explaining the transition from childhood to adolescence to adulthood.

Curriculum Organizer 2: Stage theories of development

It is expected students will:

- Use the stages of a developmental theory by theorists such as Piaget, in a class project.
- Applying developmental theories to life situations.
- Explore the differences between sex, identity, and roles through class discussion, real life stories and case studies.
- Explore how gender expectations may differ depending on ethnicity

Curriculum Organizer 3: Issues surrounding the developmental process (nature/nurture)

It is expected students will:

- Understand the difference between nature vs. nurture.

Curriculum Organizer 4: Impact of technology on aspects of the lifespan

It is expected students will:

- Discuss the influence of technology on quality of life.
- Debate the effects of media violence on aggressive behaviour.

Teachers will choose key components from the following optional units to complete the course Prescribed Learning Outcomes.

Biopsychological Domain

Sensation and Perception

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

It is expected students will:

- Label a diagram of the parts of the eye and ear and explaining the role of each part.
- Understand and explain the operation of other sensory systems, such as taste and touch, by using hands on activities. example taste tests.
- Analyze advertisements for their use of sensory information.

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

It is expected students will:

- Explore Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.
- Construct demonstrations of Gestalt principles
- Find examples of monocular depth cues, such as linear perspective and relative size, in pictures, paintings, or photographs

Curriculum Organizer 3: Nature of Attention

It is expected students will:

- Analyze the factors that influence the validity of eyewitness testimony (e.g., framing of questions, cross-racial identification problems)
- Compare perceptions of school violence in urban, suburban, and rural communities from the standpoint of race/ethnicity, class, or gender.
- Explore how perceptual principles may relate to stereotypes and prejudice.

Motivation and Emotion

Curriculum Organizer 1: Motivational Concepts

It is expected students will:

- Apply motivational concepts to the behaviour by describing their own motives, goals, and values.
- Identify the values or motives appealed to in political campaigns or television advertisements.
- Explain how the effect of teacher praise or punishment on student motivation depends on the student's attribution.

Curriculum Organizer 2: Biological and environmental cues instigating basic drives or motives

It is expected students will:.

- 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

Curriculum Organizer 3: Major theories of motivation

It is expected students will:

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

Curriculum Organizer 4: Interaction of biological and cultural factors in the development of motives

It is expected students will:

- Explain how common motives develop.
- Describe how the development of their own motives was affected by their parents, peers, as well as genetic and biological factors.

- Describe changes in their own motivation from the beginning of the school year to the present.
- Explore how motivation for food develops.
- Discuss how motives differ for those who drop out of school compared to those who stay in school.

Curriculum Organizer 5: Role of values and expectancies of Motivation

It is expected students will:

- Use strategies learned in the unit for motivating themselves for desired behaviours, such as studying.

Curriculum Organizer 6: Physiological and behavioural aspects of emotions and the interactions among these aspects

It is expected students will:

- Understand theories of emotion.
- Compare and contrast two theories of emotion by discussing key ideas of emotional intelligence.

Stress

Curriculum Organizer 1: Identifying and explaining major sources of stress

It is expected students will:

- Identify the major sources of stress.
- Explaining how the hassles of contemporary life are a source of stress.
- Exploring how challenges in work environments, such as violence, harassment, and downsizing, can increase stress reactions.

Curriculum Organizer 2: Physiological reactions to stress

It is expected students will:

- Understand the possible physiological reactions to stress.
- Describe how stress can affect the immune system.

Curriculum Organizer 3: Psychological reactions to stress

It is expected students will:

- Explore possible psychological reactions to stress.
- Relate personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships.
- Describe how stress may have positive outcomes.
- Discuss how cultural differences can influence one's reaction to stress.

Curriculum Organizer 4: Cognitive and behavioural strategies for dealing with stress and promoting health

It is expected students will:

- Discuss how the use of problem solving and other cognitive strategies may help to cope with stress and promote health.
- Identify and explain strategies to deal with stress and promote health.
- Explain how defence mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative effects of stress and promote health.
- Brainstorm ways in which changing behaviour may alleviate some negative effects of stress and promote health.
- Identify behavioural strategies for coping with stress that can negatively influence health, such as smoking and substance abuse.
- Discuss the pros and cons of seeking professional help to cope with stress.

Cognitive Domain

Learning

Curriculum Organizer 1: Characteristics of Learning

It is expected students will:

- Define learning as relatively permanent changes of behaviour resulting from experience.
- Distinguish learning from performance.

Curriculum Organizer 2: Principles of classical conditioning

It is expected students will:

- Describe classical conditioning.
- Understand and explain Pavlov's theory.
- Label elements in classical conditioning examples.

Curriculum Organizer 3: Principles of operant conditioning

It is expected students will:

- Describe operant conditioning.
- Describe how consequences influence behaviour, such as reinforcement strengthening a behaviour's occurrence.
- Identify consequences of punishment in controlling behaviour.
- Apply operant conditioning to correcting behaviour by using personal experience.
- Discuss Skinner's contributions to popularizing behaviour.

Curriculum Organizer 4: Components of cognitive learning

It is expected students will:

- Explore how observational learning works.
- Describe examples of learning by observation, such as Bandura's bobo doll study.
- Identify everyday examples of observational learning.
- Discussing impact of role models.

Memory

Curriculum Organizer 1: Short-term and long-term memory systems

It is expected students will:

- Describe the operation of short-term memory.
- Explain the duration and capacity of short-term memory.
- Provide activities 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.

Curriculum Organizer 2: Retrieval, or getting information out of memory

It is expected students will:

- Analyze the importance of retrieval in memory.
- Examine problems related to incomplete retrieval, such as the tip-of-the-tongue phenomenon.
- Explain the role that interference plays in retrieval.
- Relate the concept of interference to studying school-related material.
- Speculate about the role of reconstruction in cases of eyewitness testimony.

Curriculum Organizer 3: Methods for improving memory

It is expected students will:

- Identify factors that interfere with memory.
- Generate examples of interference that reduce academic performance.
- Explore the controversy surrounding repressed memories related to child abuse.
- Explaining cross-racial eyewitness identification.
- Develop strategies for improving memory based on our understanding of memory.
- Developing and describing mnemonic devices to help learn psychological concepts.

States of Consciousness

Curriculum Organizer 1: Characteristics of sleep

It is expected students will:

- Explore theories that explain why we sleep.
- Understand the effects of sleep deprivation by participating in an in class sleep study.
- Assess types of sleep disorders.
- Provide possible solutions for insomnia.
- List the symptoms of narcolepsy and sleep apnea.

Curriculum Organizer 2: Theories used to explain and interpret dreams

It is expected students will:

- Demonstrate an understanding of individual differences in dream analysis.
- Collect and analyzing data about dream content and recall with an informal survey.
- Compare different theories about the use and meaning of dreams.

Curriculum Organizer 3: Basic phenomena and uses of hypnosis

It is expected students will:

- Describe several hypnotic phenomena.
- Discuss why some people are better hypnotic subjects than others.
- Explain the relationship of healing practices that use trance induction and altered states of consciousness to hypnosis.
- Explain possible uses of hypnosis in psychology.
- Identify the uses of hypnosis in pain control and psychotherapy.

Curriculum Organizer 4: Categories of psychoactive drugs and their effects

It is expected students will:

- Characterize the major categories of psychoactive drugs and their effects.
- Chart the names, sources, and uses of narcotic, depressant, stimulant, and hallucinogenic drugs.
- Classify drugs, such as tobacco, alcohol, and marijuana, with which students are most likely to have contact.
- Discuss cultural and historical influences on making value judgments.
- Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.
- Identify the potential for physiological and psychological dependence.

Sociocultural Domain

Individual Differences

Curriculum Organizer 1: Concepts related to measurement of individual differences

It is expected students will:

- Understand the nature of test construction, such as intelligence, creativity, and personality.

Curriculum Organizer 2: Influence and interaction of heredity and environment on individual differences

It is expected students will:

- Explain how personality and intelligence may be influenced by heredity and environment
- Characterize how studies of identical versus fraternal twins help establish the role of heredity in determining individual differences in intelligence.

Curriculum Organizer 3: Nature of intelligence

It is expected students will:

- Describe how intelligence test scores are derived.
- Discuss the relationship between intelligence and musical, artistic, and other special abilities.
- Debate whether intelligence is one or several abilities.
- Describe emotional intelligence.

Curriculum Organizer 4: Nature of intelligence testing

It is expected students will:

- Describe the abilities commonly measured by intelligence tests.
- Exploring the consequences of using labels derived from testing, such as "genius," "normal," or "mentally/cognitively challenged"
- Discussing how test scores are used in college admissions.
- Participate in an informal Intelligence test.

Personality and Assessment

Curriculum Organizer 1: What is meant by personality?

It is expected students will:

- Identify their own thoughts, feelings, and behaviour in a personal experience.

Curriculum Organizer 2: Personality approaches and theories

It is expected students will:

- Understand the characteristics of the psychoanalytic, cognitive-behavioural, humanistic, and trait approaches.
- Understand the impact of external stimuli, modeling, and situational context on behaviour.

Curriculum Organizer 3: Assessment tools used in personality

It is expected students will:

- Distinguish between objective and projective techniques of personality assessment.
- Describe and participate in 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).
- Identify the possible applications of personality assessment.

Psychological Disorders

Curriculum Organizer 1: Characteristics and origins of abnormal behaviour

It is expected students will:

- Distinguish the common characteristics of abnormal behaviour.
- List criteria that distinguish normal from disordered behaviour.
- Use activities to describe observable symptoms of abnormal behaviour.
- Acknowledge sociocultural implications of labelling behaviour as abnormal.
- Recognize that a label, such as schizophrenia, does not explain, but only describes abnormal behaviour patterns.

Curriculum Organizer 2: Methods used in exploring abnormal behaviour

It is expected students will:

- Explore the methods used in research on abnormal behaviour, such as case studies, experiments, and surveys.

Curriculum Organizer 3: Major categories of abnormal behaviour

It is expected students will:

- Discuss major categories of abnormal behaviour.
- Explain selected categories of abnormal behaviour, such as anxiety disorders, mood disorders, substance abuse disorders, and schizophrenia.

Treatment of Psychological Disorders

Curriculum Organizer 1: Prominent methods used to treat people with disorders

It is expected students will:

- Identify major treatment orientations used in therapy, such as behavioural, cognitive, psychoanalytic, humanistic, feminist, and biomedical.
- Explore, through role play, different treatment formats, such as individual, couples, group, systems.
- Describe characteristics of effective treatment and prevention.

Social and Cultural Dimensions of Behaviour

Curriculum Organizer 1: Social judgment and attitudes

It is expected students will:

- Explain the role of social schemas in person perception.
- Understand how different kinds of physical attractiveness can influence perceptions of other personal characteristics.
- Describe how attributions affect our explanations of behaviour.
- Explaining differences between internal and external attributions
- Identify sources of attitude formation.
- Assess some methods used to change attitudes.
- Explore the effects of advertising and persuasion.

Curriculum Organizer 2: Social and cultural categories

It is expected students will:

- Understand the components of culture (e.g., symbols, language, norms, and values).
- Discuss how social and cultural categories affect behaviour.
- Discuss how the meanings of social categories (e.g., gender and age) can change over time and differ across cultures.

Curriculum Organizer 3: Group processes

It is expected students will:

- Describe effects of the presence of others on individual behaviour.
- Distinguish differences in social behaviour among individuals relative to their exercise of power (e.g., persons with less power may show greater awareness of persons with more power.)
- Explore the nature of bias and discrimination.
- Relate a personal example of ethnocentrism.
- Explore the nature of in-group/out-group dynamics.
- Predict how the self-fulfilling prophecy can fuel stereotypes about ethnic groups.
- Develop strategies for promoting tolerance, cooperation, and equality.

Curriculum Organizer 4: Social influence

It is expected students will:

- Describe circumstances under which conformity and obedience are likely to occur.
- Explain the importance of group size as a predictor of conformity.
- Discuss why obedience to authority is a common phenomenon.
- Discuss the nature of altruism in society.
- Debat whether specific actions qualify as altruistic.
- Discuss the significance of aggression
- Debating whether media can influence aggressive acts.

Instructional Component (Types of Instruction):

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Practical creativity (portfolio, brochures, posters, presentations, etc.)
- Brainstorming
- Critical thinking
- Reading and writing
- Cooperative group work
- Videotape
- PowerPoint presentations
- Analysis of commercial film and video works
- Field experiments (surveys, etc.)

Assessment Component:

Note: This is a **suggested** assessment criteria

- Forty percent of the grade will be based on formal and written evaluations conducted throughout the course on course content.
- Thirty percent of the course will be based on evaluations of students' communicative abilities in the classroom setting. These will be framed around group and individual projects and presentations.
- Thirty percent of the course will be based on evaluations of students' literacy skills, and applications to the course.

Learning Resources:

Printed Resources:

- *Psychology*, David Myers 4th, 5th, 6th, 7th Editions (ISBN 0-7167-5251-4)
- *Study Guide to Accompany Myers*, Richard Straub, University of Michigan-Dearborn, (ISBN 0-7167-5288-3)
- Overhead Activities for Psychology **(**ISBN 0-7167-5293-X)
- *Activities Handbook for Teaching Psychology* (Benjamin and Lowan, 1981)
- *Handbook for Teaching Introductory* Psychology (Benjamin, Daniel, and Brewer, 1985)
- *Teaching of Psychology*

- (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology 2nd Edition
- *Forty Studies that Changed Psychology*
- *Critical Thinking Companion*, Second Edition, Jane Halonen, James Madison University, and Cynthia Gray, Alverno College (ISBN 1-57259-882-4)
- "Activities Handbook for the Teaching of Psychology", Washington, D.C. APA Vols. 1-4
- *Diploma Computerized Test Bank* (Windows and Macintosh on one CD-ROM), (ISBN 0-7167-5292-1)
- *Printed Test Bank*, Volumes I and II, John Brink, Calvin College,(ISBN 0-7167-9471-3)

Multimedia Resources:

- Instructor's Presentation CD-ROM to Accompany *Psychology*, Seventh Edition, (ISBN 0-7167-0132-4)
- *PsychQuest: Interactive Exercises for Psychology* - Thomas Ludwig, Hope College
- *PsychInquiry for Psychology*, Seventh Edition: Student Activities in Research and Critical Thinking CD Thomas Ludwig, Hope College, CD-ROM (ISBN: 0-7167-0403-X)
- *Making Sense of Psychology on the Web* [with Research Assistant HyperFolio CD-ROM], Connie K. Varnhagen, University of Alberta (ISBN 0-7167-5359-6)

Video and DVD Resources:

- *The Scientific American Frontier* Video Collection, Second Edition, 4 VHS Cassettes, (ISBN 1-57259-902-2); 4 DVDs (ISBN 0-7167-5498-3); Revised Faculty Guide, (ISBN 1-57259-903-0)
- *The Mind* Video Teaching Modules, Second Edition,
  Edited by Frank J. Vattano, Colorado State University with the consultation of Charles Brewer, Furman University, and David Myers in association with WNET
  4 VHS Cassettes and Faculty Guide, (ISBN 1-57259-784-4); Sampler Video: (ISBN 1-57259-819-0) 4 DVDs, (ISBN 0-7167-5470-3); Faculty Guide, (ISBN 1-57259-785-2)
- The Brain Video Teaching Modules, Second Edition Edited by Frank J. Vattano, Thomas L. Bennet, and Michelle Butler, all of Colorado State University, 3 VHS Cassettes, 1-57259-479-9; 3 DVDs 0-7167-5471-1; Faculty Guide, 1-57259-477-2
- *Digital Media Archive*: For Psychology
- *Psychology: The Human Experience* Teaching Modules, 2 VHS Cassettes, (ISBN 0-7167-5469-X); 2 DVDs, (ISBN 0-7167-5468-1); Faculty Guide (ISBN 0-7167-5550-5)
- *Discovering Psychology* Series updated edition

Appendix 1:

Suggested Scope and Sequence for the Psychology 11 Course

A one-semester course does not provide sufficient time to teach units (standard areas) that enable students to achieve all of the standards. A year-long course ordinarily provides enough time to teach units in all of the standard areas only if the instructor chooses breadth over depth. This section provides some sample course outlines for 5-unit to 10-unit courses of study. A teacher might choose one or another outline on the basis of any of several factors.

For example, instructors may choose outlines that put the areas with which they are most comfortable earlier than other areas. Alternatively, the choice may be made to time content areas to correspond with related current events (e.g., aligning the Social and Cultural Dimensions of Behaviour unit to occur near an important election or the Lifespan Development lessons to occur shortly before graduation). An instructor whose students participate in a science fair may choose to emphasize units that seem most likely to generate ideas for research projects. A 5-unit semester course may be desirable when the teacher chooses depth over breadth, whereas a 10-unit semester course may be preferable if the teacher wants students to recognize the wide diversity of the field. Each of the outlines meets the recommendations outlined. Whatever choice the instructor makes, these outlines provide structure for a course that covers psychology at an appropriate level and with appropriate breadth.

Sample Outlines for a 5-Unit Semester

Unit	Domain
Introduction and Research Methods	Methods
Biological Bases of Behaviour	Biopsychological
Memory	Cognitive
Lifespan Development	Developmental
Psychological Disorders or Social	Sociocultural

Sample Outlines for a 7-Unit Semester

Plan 1

Unit	Domain

Introduction and Research Methods	Methods
Social and Cultural Dimensions of Behaviour	Sociocultural
Psychological Disorders	Sociocultural
Therapy	Sociocultural
Biological Bases of Behaviour	Biopsychological
Memory	Cognitive
Lifespan Development	Developmental

Plan 2

Unit	Domain
Introduction and Research Methods	Methods
Lifespan Development	Developmental
Biological Bases of Behaviour	Biopsychological
Sensation and Perception	Biopsychological
Memory	Cognitive
Psychological Disorders	Sociocultural
Therapy	Sociocultural

Sample Outlines for an 8-Unit Semester

Plan 1

Unit	Domain
Introduction and Research Methods	Methods
Biological Bases of Behaviour	Biopsychological
Learning	Cognitive
Memory	Cognitive

Lifespan Development	Developmental
Motivation and Emotion	Biopsychological
Social and Cultural Dimensions of Behaviour	Sociocultural
Psychological Disorders	Sociocultural

Plan 2

Unit	Domain
Introduction and Research Methods	Methods
Memory	Cognitive
Biological Bases of Behaviour	Biopsychological
Sensation and Perception	Biopsychological
States of Consciousness	Cognitive
Lifespan Development	Developmental
Personality and Assessment	Sociocultural
Stress, Coping, and Health	Biopsychological

Plan 3

Unit	Domain
Introduction and Research Methods	Methods
Lifespan Development	Developmental
Biological Bases of Behaviour	Biopsychological
Learning	Cognitive
Memory	Cognitive
Individual Differences	Sociocultural

Psychological Disorders	Sociocultural
Treatment of Psychological Disorders	Sociocultural

Sample Outlines for a 10-Unit Course

Plan 1

Unit	*Domain*
Introduction and Research Methods	Methods
Biological Bases of Behaviour	Biopsychological
Learning	Cognitive
Memory	Cognitive
Lifespan Development	Developmental
Individual Differences	Sociocultural
Motivation and Emotion	Biopsychological
Psychology	Biopsychological
Stress, Coping, and Health	Sociocultural
Psychological Disorders	Sociocultural

Plan 2

Unit	*Domain*
Introduction and Research Methods	Methods
Lifespan Development	Developmental
Biological Bases of Behaviour	Biopsychological
Sensation and Perception	Biopsychological
Learning	Cognitive

Memory	Cognitive
Personality and Assessment	Sociocultural
Individual Differences	Sociocultural
Psychological Disorders	Sociocultural
Treatment of Psychological Disorders	Sociocultural

Plan 3

Unit	*Domain*
Introduction and Research Methods	Methods
Social	Sociocultural
Learning	Cognitive
Memory	Cognitive
Biological Bases of Behaviour	Biopsychological
Thinking and Language	Cognitive
States of Consciousness	Cognitive
Lifespan Development	Developmental
Motivation and Emotion	Biopsychological
Stress, Coping, and Health	Biopsychological

Adapted from:
- the National Standards for the Teaching of High School Psychology
- American Psychological Association (APA)Task Force for the Development of National High School Psychology Standards