

BAA Course: Psychology 12

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| District Name: | Kamloops – Thompson |
| District #: | #73 |
| Developed by: | Leila Ray (District #48: Howe Sound) |
| Resubmitted by: | Michelle LeBlanc |
| Date Developed: | Sept, 2005 |
| Resubmitted: | March, 2009 |
| School Name: | Beattie School of the Arts – Pineridge |
| Principals Name: | Mike Safek |
| Course Name: | Psychology |
| Grade Level: | 12 |
| # of Credits: | 4 |
| # of Instructional Hrs: | 120 hours |
| Prerequisite(s): | None. |

Special Training, Facilities or Equipment Required:
None

Course Synopsis:

The course is a survey course, introducing the student to the principles of psychology by examining the major theories and discovering how they relate to people in their environments.

Rationale:

The course is designed to present basic psychology as a social science and to promote student curiosity about the causes of human behaviour. The course has been designed to help students to become more self-aware and knowledgeable about their relationship with others.

Organizational Structure:

Unit/Topic Title Time

- 1 Introducing Psychology and History of Psychology 10 hours
- 2 Learning and Cognitive Processes 15 hours
- 3 Memory and Thought 10 hours
- 4 Consciousness, Sleep and Dreams 15 hours
- 5 Personality and Trait Theories 20 hours
- 6 Intelligence and Multiple Intelligence Theories 15 hours
- 7 Motivation 5 hours
- 8 Conflicts and Stress 15 hours
- 9 Psychological Wellness and Abnormal Psychology 15 hours

Unit 1 Introducing Psychology and History of Psychology 10 hours

This unit covers the introduction of psychology, including the definition and goals of psychology, modern approaches of psychology, historical timeline of psychology, and careers in psychology.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to identify the ways in which we have sought to understand behaviour and to describe different schools of thought presented by the founders of Psychology.

Unit 2 Learning and Cognitive Processes 15 hours

This unit introduces students to the theories classical conditioning, operant conditioning, cognitive learning, and the factors that affect learning.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to compare and contrast different reinforcements and to demonstrate knowledge of terminology related to learning.

Unit 3 Memory and Thought 10 hours

This unit covers various aspects of memory, including the memory processes and definitions. Sensory memory, short-term memory and long-term memory are considered along with the features and functions of each type of memory. Repressed memories and the accuracy of these memories as well as the role of the therapist in the recovery of these memories are discussed.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to know the processes and definitions of the three types of memory. Students are also expected to understand the process of recovering memories.

Unit 4 Consciousness, Sleep and Dreams 15 hours

Theories of sleep, stages of sleep, sleep disorders, and dreaming theories are discussed in this unit.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to determine the theories and stages of sleep. Students are also expected to understand sleep disorders and dreaming theories.

Unit 5 Personality and Trait Theories 20 hours

Theories of personality will be compared and contrasted in this unit.

Curriculum Organizers and Learning Outcomes

Students will be able to list and describe sources of personality. Students are also expected gain knowledge about psychologists and their basic theories and to evaluate the credibility of these theories.

Unit 6 Intelligence and Multiple Intelligence Theories 15 hours

Theories of intelligence will be discussed and analysed in this unit.

Curriculum Organizers and Learning Outcomes

It is expected that students will be able to discuss the different theories of intelligence, how intelligence is measured, the meaning of IQ scores, the problems with intelligence tests, how genetics and environment influence intelligence, and ways to improve environmental opportunities.

Unit 7 Motivation 5 hours

Motivational theories will be presented in this unit for discussion and analysis by students.

Curriculum Organizers and Learning Outcomes

Students will be able to define and describe motivation. Compare and contrast basic motivation theories, differentiate between intrinsic and extrinsic motivation and describe methods of measuring motivation.

Unit 8 Conflicts and Stress 15 hours

This unit introduces students to the different types of conflicts and the stress that they cause.

Curriculum Organizers and Learning Outcomes

Students will be able to explain three different types of conflicts, identify factors that increase or decrease frustration, and evaluate the use of different adjustment mechanisms.

Unit 9 Psychological Wellness and Abnormal Psychology 15 hours

Definitions and descriptions of various mental health problems and their symptoms will be covered in this unit.

Curriculum Organizers and Learning Outcomes

Students will be able to compare and contrast neurosis and psychosis. Students will also be able to differentiate between current and past treatment of mental illness.

Instructional Components:

- Direct instruction
- Indirect instruction
- Independent instruction
- Group work
- Research project

Assessment Components:

- Unit assignments 20%
- Research project 30%
- Unit tests 30%
- Final exam 20%

Learning Resources:

- Topical videos/DVDs.
- Current articles and information.
- Books:

Understanding Psychology, Richard A. Kasschau, McGraw-Hill, 1995

Essentials of Psychology, Robert A. Baron, Pearson Education Co., 2002

Psychology Themes & Variations, Wayne Weiten, Thomson Publishing Co., 1998

Additional Information:

Because this is a survey course, students may find that there is a large amount of vocabulary to be learned and understood. Confidentiality is a must in this course as some of the topics may bring up issues for students in the class. One of the dangers of studying psychology is that of diagnosing friends and/or family member. Students must be aware that most people find this to be intrusive.