

Course Outline

Course: Psychology 11

Teacher: Mr. B. Oliveira

Year: 2019

Content and Hours of Instruction	Teaching Strategies/Learning Activities	Assessment Methods	Linkage with Learning Outcomes/Curriculum Organizers
<p>A. Introduction to Psychology (5 Hours)</p> <p>1. Approaches to Psychology 2. Psychological Research Methods and Statistics</p>	<p>1. Daily reading and discussion of assigned material 2. Text used: <u>Understanding Psychology</u> (Kasschau, 2013) 3. Notes related to terms and definitions 4. Lectures providing explanations and encouragement to think critically, creatively, and reflectively 5. Discuss Course Outline in detail (including Learning Outcomes) 6. Video: "Introduction to Psychology" 7. Video: "Research Methods in Psychology"</p>	<p>Check homework to determine depth of understanding</p> <p>Daily questioning to check for comprehension of assigned work</p> <p>Chapter quizzes Application activity</p> <p>Guided reading activity</p> <p>Unit test consisting of vocabulary, short answer questions, essay</p>	<p>Perspectives in Psychological Science A1 - Define psychology as a discipline and identify its goals as a science A2 – Describe the emergence of psychology as a scientific discipline A3 – Describe perspectives employed to understand behavior and mental processes A4 – Explain how psychology evolved as a scientific discipline A5 – Discuss the value of both basic and applied psychological research with human and non-human animals A6 – Describe the major subfields of psychology A7 – Identify the important role psychology plays in benefiting society and improving people's lives B1 – Describe the scientific method and its role in psychology B2 – Describe and compare a variety of quantitative and qualitative research methods B3 – Define systematic procedures used to improve the validity of research findings, such as external validity B4 – Discuss how and why psychologists use non-human animals in research C1 – Define descriptive statistics and explain how they are used by psychological scientists C2 – Define correlation coefficients and explain their appropriate interpretation C3 – Interpret graphical representations of data as used in both quantitative and qualitative methods</p> <p>Page 1</p>

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B. Stages of Development (20 Hours) 1. Infancy and Childhood 2. Adolescence 3. Adulthood and Old Age	1. Daily reading and discussion of assigned material 2. Worksheets on each chapter consisting of vocabulary and short answer questions 3. Video: “Piaget’s Stages of Development” 4. Notes related to terms and definitions 5. Lectures providing information on Stages of Development 6. Reading and questions on Language Acquisition 7. Discussion of how children learn 8. Case Study: Too Late for Words 9. Readings in Psychology and questions on same 10. Students give advice to their own teenagers (video)	Check homework to determine depth of understanding Daily questioning to check for comprehension of assigned work Chapter quizzes Worksheets based on Chapters 3-5 consisting of short answer questions Question sheet on psychological terms Unit test consisting of vocabulary, short answer questions, essay Contribution to group in analyzing case study Students will be graded on marking rubric shared with them	Life Span Development E5 – Describe the interactive effects of heredity and environment H2 – Distinguish methods used to study development H3 – Describe the role of sensitive and critical periods in development H4 – Discuss issues related to the end of life H5 – Discuss theories of cognitive development H6 – Discuss theories of moral development H7 – Discuss theories of social development H8 – Describe newborns’ reflexes, temperament, and abilities H9 – Describe physical and motor development H10 – Describe the development of attachment and the role of the caregiver H11 – Describe the development of communication and language H12 – Describe the development of memory and thinking ability H13 – Identify major physical changes H14 – Describe the development of reasoning and morality H16 – Discuss the role of family and peers in adolescent development H17 – Identify major physical changes in adulthood and old age H18 – Describe cognitive changes in adulthood and old age I1 – Define culture and diversity I3 – Discuss the relationship between culture and conception of self and identity I5 – Discuss psychological research examining gender identity I8 – Discuss the psychological research on gender and how the roles of women and men in societies are perceived I9 – Examine how perspectives affect stereotypes and treatment of minority and majority groups in society

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C. The Biological Component of Psychology (20 Hours) 1. Body and Behaviour 2. Altered States of Consciousness 3. Sensation and Perception	1. Daily reading and discussion of assigned material 2. Worksheets on each chapter consisting of vocabulary and short answer questions 3. Video: “The Brain with Bill Nye the Science Guy” 4. Notes related to terms and definitions 5. Lectures providing information on the Endocrine System/States of Consciousness/Perception 6. Reading and questions on the Brain 7. Video: “The Endocrine System”	Daily questioning to check for comprehension of assigned work Assessment of written assignment “The Importance of the Human Brain” based on rubric shared with students Collect and mark notes on video checking for ability to identify important details Chapter quizzes Check homework to determine depth of understanding Unit test consisting of vocabulary, short answer questions, essay	Body and Behaviour D1 – Identify the major divisions and subdivisions of the human nervous system D2 – Identify the parts of the neuron and describe the basis process of neural transmission D3 – Differentiate between the structures and functions of the various parts of the central nervous system D4 – Describe lateralization of brain functions D5 – Discuss the mechanisms and the importance of plasticity of the nervous system E1 – Describe how the endocrine glands are connected to the nervous system E2 – Describe the effects of hormones on behavior and mental processes E3 – Describe how hormones affect the immune system E5 – Describe the interactive effects of heredity and environment E7 – Identify tools used to study the nervous system F1 – Discuss the processes of sensation and perception and how they interact F4 – Describe the visual sensory system F5 – Describe the auditory sensory system G1 – Identify states of consciousness G4 – Describe the sleep cycle G6 – Compare theories about the functions of dreams G8 – Describe meditation and relaxation and their effects G9 – Describe hypnosis and controversies surrounding its nature and use

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D. The Remarkable Human Brain (20 Hours) 1. Learning: Principles and Applications 2. Memory and Thought 3. Thinking and Language 4. Motivation and Emotion	1. Daily reading and discussion of assigned material 2. Worksheets on each chapter consisting of vocabulary and short answer questions 3. Video: “Thinking and Language” 4. Language worksheet 5. Notes related to terms and definitions 6. Readings and Case Studies 7. Study of Maslow’s Hierarchy of Needs 8. Article on Obesity and questions on same	Guided reading activity Chapter quizzes Worksheets based on Chapters 10-12 consisting of short answer questions Quiz on Psychological Terms Daily questioning to determine depth of understanding Homework check Unit test consisting of vocabulary, short answer questions, essay	Learning R1 – Describe the principles of classical conditioning R2 – Describe clinical and experimental examples of classical conditioning R3 – Apply classical conditioning to everyday life R4 – Describe the Law of Effect R5 – Describe the principles of operant conditioning R6 – Describe clinical and experimental examples of operant conditioning R7 – Apply operant conditioning to everyday life R8 – Describe the principles of observational and cognitive learning R9 – Apply observational and cognitive learning to everyday life R10 – Describe the structure and function of language R11- Discuss the relationship between language and thought R12 – Explain the process of language acquisition R13 – Discuss how acquisition of a second language can affect language development and possibly other cognitive processes R14 – Identify brain structures associated with language J3 – Describe the differences between working memory and long-term memory J5 – Discuss types of memory and memory disorders J7 – Analyze the importance of retrieval cues in memory J9 – Explain how memories can be malleable K1 – Define cognitive processes involved in understanding information K2 – Define processes involved in problem solving and decision making K4 – Define obstacles to problem solving

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E. Who Are You? Components of Psychology (20 Hours) 1. Psychological Testing 2. Theories of Personality 3. Stress and Health	1. Daily reading and discussion of assigned material 2. Worksheets on each chapter consisting of vocabulary and short answer questions 3. Video: “Sternberg’s Triarchic Theory of Intelligence” 4. Video: “Theories of Human Development” and notes on same 5. Reading on IQ and questions on same 6. Sample IQ Test 7. Notes related to terms and definitions 8. Stress scrapbook	Chapter summary Homework check Guided reading activity Worksheets based on Chapters 13-15 consisting of short answer questions Critique of Gardner’s Theory of Multiple Intelligences Daily questioning to determine depth of understanding Chapter quizzes Unit test consisting of vocabulary, short answer questions, essay	Intelligence/Personality/Health L1 – Discuss intelligence as a general factor L2 – Describe the extremes of intelligence L3 –Discuss the history of intelligence testing, including historical use and misuse L4 – Identify current methods of assessing human abilities L5 – Identify measures of and data on reliability and validity for intelligence test scores O1 – Evaluate psychodynamic theories O2 – Evaluate trait theories O3 – Evaluate humanistic theories O4 – Evaluate social-cognitive theories O5 – Differentiate personality assessment techniques O7 – Discuss biological and situational influences O9 – Discuss self-concept S1 – Define stress as a psychophysiological reaction S2 – Identify and explain potential sources of stress S5 – Identify ways to promote mental health and physical fitness

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F. Aberrant Psychology (20 Hours) 1. Psychological Disorders 2. Therapy and Change	1. Daily reading and discussion of assigned material 2. Vocabulary activity 3. Video: "Social Anxiety Disorder" 4. Students analyze a video and answer questions about psychological disorders 5. Students write an account from the perspective of someone suffering from a mood disorder 6. Handout on Maslow's Hierarchy of Needs 7. Article on PTSD and questions on same 8. Worksheets on each chapter consisting of vocabulary and short answer questions 9. Case Study: Munchausen's Syndrome	Students prepare a Powerpoint presentation on a particular psychological disorder Homework check Paragraph on Anxiety Students prepare a brochure presenting information on therapies for psychological disorders Chapter quizzes Worksheets based on Chapters 16 and 17 consisting of short answer questions Daily questioning to determine depth of understanding Unit test consisting of vocabulary, short answer questions, essay	Psychological Disorders and Treatment P1 – Define psychologically abnormal behavior P2 – Describe major models of abnormality P3 – Discuss the impact of psychological disorders on the individual, family, and society P4 – Describe the classification of psychological disorders P5 – Describe symptoms and causes of major categories of psychological disorders Q1 – Explain how psychological treatments have changed over time Q4 – Identify biomedical treatments Q5 – Identify psychological treatments Q6 – Evaluate the effectiveness of treatments for particular disorders Q8 – Identify treatment providers for psychological disorders and the training required for each

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G. Human Interaction (20 Hours) 1. Individual Interaction 2. Group Interaction	1. Daily reading and discussion of assigned material 2. Worksheets on each chapter consisting of vocabulary and short answer questions 3. Article on Bias in Hiring and questions on same 4. Video: "Friendship" Students analyze video about individual interaction 5. Students judge pictures based on initial impressions 6. Case Study: What You See Is What You Get and questions on Same 7. Video: "Beyond Good & Evil: Children, Media & Violent Times" 8. Notes related to terms and definitions	Homework check Chapter quizzes Worksheets based on Chapters 18 and 19 consisting of vocabulary, short answer, essay Paragraph on stereotypes Analysis of Milgram's shock experiment Psychology journal Essay on Group Interaction Daily questioning to determine depth of understanding Unit test consisting of vocabulary, short answer questions, essay	Social Interaction S2 – Describe the relationship between attitudes and behaviour S3 – Identify persuasive methods used to change attitudes S5 – Describe effects of others' presence on individuals' behaviour S6 – Describe how group dynamics influence behaviour S7 – Discuss how an individual influences group behaviour S8 – Discuss the nature and effects of stereotyping, prejudice, and discrimination S10 – Discuss influences upon aggression and conflict S11 – Discuss factors influencing attraction and relationships

Course Expectations	<u>Explanation of Work Ethic Indicators</u>										
<p>1. Coming to class prepared to work is an essential element for your success in this course.</p> <p>This means arriving with textbooks, notebooks, pens and/or pencils, and any other required materials.</p> <p>2. Homework assignments are to be taken seriously.</p> <p>3. You are expected to behave like the young adults that you are. Behavior SHOULD NOT be a concern at this level.</p>	<p style="text-align: center;">G</p> <p>You arrive to class on time, prepared with all your supplies, notebooks, texts and other related materials. All your work (home and in class) is completed to the best of your ability. You are making every effort to meet deadlines and due dates and are doing your best to keep your notebooks up-to-date and in good order. During class you are attentive and focussed on the various tasks, assignments and projects. You work well in individual and group situations and you appear to be doing your best. You willingly participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display good work habits and effort in all that you do.</p>										
<p><u>Assessment and Evaluation</u></p> <table data-bbox="94 790 504 965"> <tr> <td>Tests</td><td>30%</td></tr> <tr> <td>Projects/Presentations</td><td>15%</td></tr> <tr> <td>Assignments</td><td>20%</td></tr> <tr> <td>Mid-term Exam</td><td>15%</td></tr> <tr> <td>Final Exam</td><td>20%</td></tr> </table>	Tests	30%	Projects/Presentations	15%	Assignments	20%	Mid-term Exam	15%	Final Exam	20%	<p style="text-align: center;">S</p> <p>Most of the time you arrive to class on time and are prepared with all your supplies, notebooks, texts and other related materials. Most of your work (home and in class) is completed to the best of your ability. Although you occasionally miss handing in an assignment, you are making an honest effort to meet deadlines and due dates. You usually do your best to keep your notebooks up-to-date and in good order. During class you are attentive and focussed on the various tasks, assignments and projects with only occasional lapses. You work fairly well in individual and group situations and, on most occasions, appear to be doing your best. You are willing to participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display satisfactory work habits and effort most of the time.</p> <p style="text-align: center;">N</p> <p>You frequently arrive unprepared for class. You are sometimes missing supplies, notebooks, texts and other related materials. On occasion, you are reluctant to put forth the effort to keep your materials and assignments organized. Homework and assignments are often incomplete or poorly done. During class, you are sometimes unfocussed and easily distracted. You participate infrequently in class discussions. You sometimes treat yourself, your peers and adults with a lack of the respect inherent in the Gospel values. Your work habits need to improve.</p>
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