

# BAA Psychology 12

**District Name:** Coquitlam

**District Number:** SD# 43

**Developed by:** Judy Gillan, & Gary Horton

**Date Developed:** November 1999

**School Name:** Pinetree Secondary, Riverside Secondary

**Principal's Name:** Mr. John McCullough, Mr. Chris Kennedy

**Board/Authority Approval Date:** February 22, 2005

**Board/Authority Signature:**

**Course Name:** Psychology

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** none

## **Course Synopsis:**

Psychology is a course designed to provide students with an understanding of human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, neuroscience, cognitive, social, and developmental in order to achieve a general overview of this subject area.

**Rationale:**

This course has been developed for those students who have an interest in psychology and wish to pursue it further at a post secondary facility. Students will learn the four key goals of psychology: to describe particular behaviours by careful scientific observation, to explain behaviours by conducting experiments, to predict when a behaviour will occur in the future and change inappropriate behaviour or circumstances. For many students this may be their only formal exposure to the science of psychology.

**Organizational Structure:**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Unit 1	Introduction to Psychology and Research Methods	10 hrs
Unit 2	Neuroscience	10 hrs
Unit 3	Developmental Psychology	20 hrs
Unit 4	Sensation and Perception	10 hrs
Unit 5	Learning, Cognition and Memory	20 hrs
Unit 6	Emotion, Stress, Motivation	20 hrs
Unit 7	Personality	10 hrs
Unit 8	Social Psychology	10 hrs
Unit 9	Psychological Disorders	10 hrs
<b>Total Hours</b>		120 hrs

**Unit/Topic/Module Descriptions:****Unit 1: Introduction to Psychology and Research Methods****Time: 10 hrs**

Students will be introduced to the study of psychology and what makes it a science. A brief study of the historical roots of psychology will help the students to understand where psychology has come from and how it has developed specific perspectives and approaches. Topics including career opportunities in the field, as well as research methodology will be explored.

**Curriculum Organizers - Introduction and History**

*It is expected that students will:*

- Define *psychology* and describe its scientific nature.
- List and discuss the four goals of psychology.
- Trace the historical development of psychology, including contributions from researchers from diverse backgrounds.
- Describe the difference between psychology and pseudo-psychology.

**Curriculum Organizers - Perspectives**

*It is expected that students will:*

- Briefly describe the different perspectives from which psychologists examine behaviour and mental processes, understanding that each perspective provides a significant contribution to psychology.
- Discuss the theories of the twentieth century and examine the roots of the modern perspectives
- Define culture, and describe cultural psychology and culture's influence on behaviour; discuss how researchers determine whether behaviour is culturally universal or culturally specific.

### **Curriculum Organizers - Research Methods**

*It is expected that students will:*

- Explain the difference between basic and applied research.
- Define or describe the following components related to scientific research in general: research methodology, data, variables, the study of cause and effect, theory, and hypothesis.
- List and describe the following possible sources of, and solutions for, bias in research: experimenter bias and the double-blind experiment; ethnocentrism and the need for multiple, culturally diverse researchers; and sample bias, including the difference between populations and samples, and the need for random assignment of participants to experimental and control conditions
- Summarize the ethical principles and considerations for working with humans and animals in research

### **Curriculum Organizers - Careers in Psychology**

*It is expected that students will:*

- Describe the variety of career options to individuals pursuing a psychology degree.

## **Unit 2: Neuroscience**

**Time: 10 hrs**

This unit will lead the students to understand the relationships between biology and psychology. The students will study the brain as a key part of the body and how important it is for the nervous systems. The cellular anatomy and physiology of the structures of the human neurological system is vital for the holistic study in this course. The students will relate well with neuroscience from personal experiences and/or case studies lessons. This unit is critical because the residual content of this course rests on the import of this unit. Neuroscience then guides the students to the levels of function of the brain through consciousness.

### **Curriculum Organizers - Cellular Biology of Neurology**

*It is expected that students will:*

- Draw a neuron, label its parts, and describe the function of each part

### **Curriculum Organizers - Nervous Impulse & Synapsis**

*It is expected that students will:*

- Describe the electrochemical process involved in an action potential.
- Define neurotransmitter and explain how neurotransmitters act to excite or inhibit action potentials.
- Describe the effects of the major neurotransmitters: serotonin, acetylcholine, dopamine, norepinephrine, epinephrine, and GABA

- Explain how neurotransmitters are related to some diseases, poisons, and mind-altering drugs; define agonistic & antagonistic effects, & describe the role of endorphins

### **Curriculum Organizers - Biology of the Human Brain**

*It is expected that students will:*

- Describe major tools for studying the brain
- Identify the location of the cerebellum and the three parts of the brain stem; describe the functions of each of these brain structures.
- Identify the location and functions of each part of the sub-cortical brain; identify the parts of the limbic system involved with memory, aggression, and fear
- Describe the cerebral cortex; identify the location & describe the function of the 4cortical lobes, & identify the location & function of important areas in each lobe
- Define lateralization and describe the specialized and interdependent functions of the brain's left and right hemispheres; describe what has been learned from split-brain research
- Describe recent research regarding neuroplasticity and neurogenesis, and the role of stem cells in the treatment of various brain dysfunctions
- Describe recent research regarding gender differences related to the brain and behaviour

### **Curriculum Organizers - Nervous Systems**

*It is expected that students will:*

- Define neuroscience.
- Define the major divisions of the nervous system, list the subdivisions of the central nervous system, and describe the functions of the spinal cord.
- Describe the functions of the major subdivisions of the peripheral nervous system, and describe the functions of the parasympathetic and sympathetic nervous systems.
- Describe the function of the endocrine system and list its major glands.

### **Curriculum Organizers - Consciousness, Sleep & Hypnosis**

*It is expected that students will:*

- Define consciousness and alternate states of consciousness (ASCs); describe the various levels of awareness, including the difference between controlled and automatic processing.
- Identify common myths about sleep.
- Define the human circadian rhythms; discuss the effects of disruptions in circadian rhythms.
- Describe problems associated with sleep deprivation. Describe how EEGs, EMGs, and EOGs are used to study sleep.
- Describe the various physical changes associated with each stage of sleep, including the REM stage and the non-REM Stages 1, 2, 3, and 4.
- Discuss possible biological causes of sleep, and describe how the repair/restoration theory of sleep differs from the evolutionary/circadian theory.
- State gender and cultural differences and similarities in dreaming.
- Differentiate between the psychoanalytic, biological, and cognitive views of dreaming.
- Describe the purpose of daydreams and sexual fantasies
- Define hypnosis, and discuss five myths and controversies regarding its use.
- State how hypnosis is used today in medical and psychotherapy settings
- Define meditation, and discuss its potential benefits

- Discuss why there has been such a strong interest in alternate states of consciousness throughout history and across cultures; and explain the three major functions of ASCs for all cultures

### **Curriculum Organizers - Sleep Disorders**

*It is expected that students will:*

- Describe the five major sleep disorders: insomnia, sleep apnea, narcolepsy, nightmares, and night terrors.

### **Curriculum Organizers - Pharmaceuticals & Addiction**

*It is expected that students will:*

- Define psychoactive drugs, drug abuse, addiction, psychological and physical dependence, and tolerance.
- Define depressants; describe the effects of alcohol on the nervous system and behavior, and discuss why alcohol is a growing social concern.
- Define stimulants; and describe the effects of nicotine and cocaine.
- Define opiates; and describe their effects on the nervous system and behavior.
- Define hallucinogens; and describe the effects of LSD and marijuana on the nervous system and behaviour.
- Briefly explain how drugs act as agonists and antagonists in the brain, and describe how psychoactive drugs can affect each of the four steps in neurotransmission.
- Explain the major reasons people use and abuse drugs, and describe recent research regarding the importance of dopamine and glutamate on drug addiction.

## **Unit 3: Developmental Psychology**

**Time: 20 hrs**

In unit 3 the students will study the concept of a life-long process, physical and mental development. This includes the natural changes in a person's physiology, emotion, perception, cognition, moral, intelligence and memory and each of these ideas within particular periods of a person's life, such as infancy, childhood, adolescence, adulthood, and elderly. Here the students will take a life-span perspective considering the imperative changes and how they are genetically affected.

### **Curriculum Organizers - Development & Genetics**

*It is expected that students will:*

- Define developmental psychology, and discuss the ongoing debates in this field regarding nature versus nurture, continuity versus stages, and stability versus change.
- Differentiate between cross-sectional and longitudinal research, and describe the major advantages and disadvantages of each method of research.
- Discuss four ways culture has an impact on the study of human development.

### **Curriculum Organizers - Physical Development**

*It is expected that students will:*

- List and describe the physical changes associated with the three stages of prenatal development.

- Discuss the effects of maternal nutrition and exposure to teratogens on prenatal development, and describe paternal contributions to prenatal development.
- Describe the major changes in brain, motor, and sensory/perceptual development during the early childhood years; explain how these changes have been measured in newborns and infants.
- Define puberty and adolescence, list the major physical changes that occur during this developmental period, and explain how these changes may affect psychological adjustment.
- Define menopause and the male climacteric, and describe other physical changes associated with middle age and later adulthood.
- Differentiate between primary and secondary aging, and explain the programmed and damage theories for primary aging.

### **Curriculum Organizers - Language Development**

*It is expected that students will:*

- Describe the characteristics found in the pre-linguistic and linguistic stages of language development.
- Discuss the nativist position regarding language development and contrast it with the position of the “nurturists”.

### **Curriculum Organizers - Social-Emotional Development**

*It is expected that students will:*

- Define attachment, and describe the research related to both animal and human infant attachment, including Harlow’s contact comfort research with monkeys.
- Describe Ainsworth’s levels of attachment, and discuss research regarding the relationship between infant attachment and adult love.

### **Curriculum Organizers - Cognitive Development**

*It is expected that students will:*

- Discuss Piaget’s approach to cognitive development, and define schemas, assimilation, and accommodation.
- List and describe the characteristics associated with Piaget’s four stages of cognitive development.
- Briefly discuss two major criticisms of Piaget’s theory, and state the ongoing contribution of his theory in psychology.
- Compare the information processing model of cognitive development to Piaget’s theory; describe the development of attention and memory using the information processing model.
- Discuss research regarding the effects of aging on adult information processing and memory.

### **Curriculum Organizers - Moral Development**

*It is expected that students will:*

- List and describe Kohlberg’s three levels of moral development, and provide an example of typical reasoning at each stage.
- Describe the relationship between moral reasoning and moral behavior, and discuss the major criticisms of Kohlberg’s theory related to political, cultural, and gender biases.

## **Curriculum Organizers - Personality Development**

*It is expected that students will:*

- Describe Thomas and Chess's temperament theory of personality development, including each of their three temperamental styles and the influence of the goodness-of-fit between styles and the environment.
- Describe Erikson's eight stages of psychosocial development, and discuss both the criticisms and contributions of his theory.
- Discuss the three myths of development: adolescent storm and stress, mid-life crisis, and empty nest syndrome.
- Describe Baumrind's three parenting styles and the subsequent criticisms of her research; discuss the impact of parental rejection and fathering on child development.
- Discuss the causes of and treatment for family violence, the consequences of and future prevention of teen pregnancy, and the impact of divorce on social and emotional development. List nine predictors for a successful marriage.
- Discuss research regarding factors that can increase resilience in children who are developing in "high-risk" environments.
- Describe how occupational choices affect development, and discuss the activity and disengagement theories of aging.
- Define ageism, and discuss its effects. Describe cultural, gender, and ethnic differences in the status and treatment of the elderly

## **Curriculum Organizers - Death and Dying**

*It is expected that students will:*

- Describe cultural and age variations in attitudes toward death and dying.
- Define grief, and describe the four stages of grieving. List three strategies for coping with grief.
- Describe Kubler-Ross's five-stage theory of death and dying, and discuss both the criticisms and contributions of her theory.

## **Unit 4: Sensation and Perception**

**Time: 10 hrs**

Unit 4 introduces the students to the basic concepts illustrating the functions of the different sensory systems and looks at the influence of the individual and the environment on perception. This unit will provide opportunities to explore the views of Gestalt Psychologists and experience/explain how the brain's perception may be different from actual sensation.

## **Curriculum Organizers - Sensory systems**

*It is expected that students will:*

- Describe the functioning of our sensory systems; explore structures of the visual, auditory, gustatory, olfactory, vestibular and kinaesthetic systems
- Discuss and define the principles of thresholds, adaptation and constancy.
- Discuss the process of selective attention and illustrate how this is a work in our everyday lives.

## **Curriculum Organizers - Perception – Selection, Organization, Interpretation**

*It is expected that students will:*

- Discuss Gestalt principles, such as figure-ground, similarity, proximity, and closure.
- Present and discuss a number of illusions, for example the Müller-Lyer, the Ames room, and the Ponzo.
- Discuss monocular and binocular depth cues.
- Analyze how perceptual set affects our everyday interpretations of sensory experiences.
- Determine how context influences our perceptions.

## **Unit 5: Learning, Cognition and Memory**

**Time: 20 hrs**

This unit of the course introduces the students to the principle of learning through the exploration of classical and operant conditioning. The coverage of insight and social learning then lays the groundwork for the study of cognition which is concerned with the processes of thought transformation, reduction, elaboration, storage, recovery, problem-solving, and sensory input. Then the unit concludes with several theories and distinctions of memory along with its frailty.

### **Curriculum Organizers - Perception – Learning and Conditioning**

*It is expected that students will:*

- Define learning; explain how learned and innate behaviours are different; and define the 3 major theories of learning: conditioning, cognitive, and observational.
- Explain the process of classical conditioning, describing the differences between a neutral, a conditioned, and an unconditioned stimulus, and between a conditioned and an unconditioned response.
- Describe how classical conditioning can explain emotional responses and higher order conditioning; describe recent PET and fMRI research on conditioning.
- For classical conditioning: compare extinction with forgetting, describe spontaneous recovery, and compare generalization and discrimination.
- Describe the 3 factors that distinguish operant from classical conditioning.
- Define reinforcement and punishment, explaining how the terms positive and negative apply to each of these learning procedures.
- Describe the differences between negative reinforcement and punishment, and state the negative consequences of using punishment.
- For operant conditioning: describe extinction and spontaneous recovery.
- Describe the different schedules of reinforcement, and state the effect each schedule will have on response rate and extinction.
- Explain how unintentional reinforcement can lead to superstitious behaviour.
- For operant conditioning, define shaping and give an example of its use, and compare generalization and discrimination.
- Explain the importance of feedback, timing, consistency, and order of presentation on the effective use of both reinforcement and punishment.
- Explain how insight & latent learning are examples of cognitive learning.
- Define social cognitive theory (previously known as social learning theory), and describe the four processes involved in learning through observation.

### **Curriculum Organizers - Perception – Thinking**

*It is expected that students will:*

- Define cognition and thinking, and describe the use of mental imaging in cognition.
- Define concepts, and describe the 3 major methods for concept formation.

- List and describe the 3 stages of problem solving, including an explanation of the types of thinking that occur in each stage.
- List and describe the three major barriers to problem solving; discuss the role of incubation in overcoming these barriers.
- Define creativity, and discuss how convergent and divergent thinking, and the investment theory of creativity are related to the creative process.

### **Curriculum Organizers - Perception – Language**

*It is expected that students will:*

- Describe how human language differs from patterns of communication used by non-humans.
- Define and provide an example of each of the following building blocks of language: phonemes, morphemes, grammar, syntax, and semantics; describe Chomsky's surface and deep structures of language.
- Describe the interaction between language and thought.
- Describe the research on teaching language to animals, and summarize each side of the "animal language" debate.

### **Curriculum Organizers - Perception – Intelligence and Intelligence Testing**

*It is expected that students will:*

- Explain why intelligence is difficult to define, and state the text's definition; differentiate between Cattell's fluid and crystallized intelligence.
- Describe Gardner's theory of multiple intelligences and Sternberg's triarchic theory of successful intelligence.
- Define standardization, reliability, and validity, and explain why each is important for intelligence testing.
- Explain how an intelligence quotient (IQ) is determined and differentiate between the Stanford-Binet Intelligence Test and the Wechsler intelligent tests; describe the extremes of mental retardation and mental giftedness.
- Explain how biology, genetics, and the environment impact intelligence.
- Describe what is known about the influence of gender and culture on intelligence.

### **Curriculum Organizers - Perception – Memory**

*It is expected that students will:*

- List and describe the sequence of the three distinct storage systems in the traditional view of memory.
- Describe the purpose, duration, and capacity of sensory memory.
- Describe the purpose, duration, and capacity of short-term memory; discuss the effects of chunking and maintenance rehearsal at this stage.
- Describe the three parts of working-memory.
- Describe the purpose, duration, and capacity of long-term memory.
- Describe the memory processing approach to memory, from encoding to storage to retrieval, and compare this to the parallel distributed processing approach.
- Integrate the encoding process with short-term and long-term memory by describing the principles of organization and rehearsal as they apply to each of these stages of memory.
- Integrate the storage process with long-term memory by describing the hierarchical systems and subsystems of long-term memory storage.
- Integrate the retrieval process with long-term memory by describing retrieval cues, recognition, recall, and the encoding specificity principle.

- Explain memory in terms of neuronal and synaptic changes, hormonal influences, and specific brain areas.
- Discuss forgetting and describe how each of the following factors affects remembering: serial position, distributed versus massed practice, and cultural differences.
- Describe theories of forgetting: interference, decay, retrieval failure, and motivated forgetting. Differentiate between proactive and retroactive interference.
- Define amnesia, and differentiate between retrograde and anterograde amnesia; define Alzheimer's disease.
- Describe how memory can be constructed and distorted.
- Describe specific methods of improving your memory and provide examples of the various mnemonic devices.

## **Unit 6: Emotion, Stress, and Motivation**

**Time: 20 hrs.**

Students through study in this unit will examine the “why” of behaviour. The close connection between motivation and emotion will be discussed in relation to hunger, arousal, and achievement. The cognitive, physiological, and behavioural components of emotion will be analyzed. Emotional intelligence will also be discussed. Health psychology in particular, stress its effects and management, will be discussed.

### **Curriculum Organizers - Perception – Understanding Emotion**

*It is expected that students will:*

- Describe the cognitive, physiological, and behavioural components of emotion
- Explain the role of the limbic system in primitive emotions and the role of the frontal lobes in monitoring and controlling emotions.
- Describe the role of the autonomic nervous system and the neurotransmitters, epinephrine and norepinephrine, in emotional arousal.

### **Curriculum Organizers - Perception – Theories of Emotion**

*It is expected that students will:*

- Discuss how facial expressions and body movement are used to communicate emotions; describe cross-cultural research findings regarding emotional expressions.
- Describe how emotional intelligence combines the cognitive, physiological, and behavioural components of emotion, and discuss the controversy regarding this concept.
- Compare and contrast the James-Lange, Cannon-Bard, facial-feedback, and Schachter's two-factor theories of emotion; discuss the research regarding each of these theories.

### **Curriculum Organizers - Perception – Stress and its Role in Health**

*It is expected that students will:*

- Describe the relationship between stress and life changes; explain how appraisal is related to stress.
- Describe research findings related to chronic stressors, daily hassles, frustrations, and conflict; differentiate the three basic conflicts.
- Describe the physiological effects of stress, including the general adaptation syndrome, the suppression of the immune system, and the development of physical disorders.

## **Curriculum Organizers - Perception – Coping with Stress**

*It is expected that students will:*

- Compare and contrast emotion-focused and problem-focused forms of coping with stress, and provide an example of each.
- Describe how each of the following resources improve coping: health and energy, positive beliefs, and internal locus of control, social skills, social support, and material resources.
- Explain how relaxation, exercise, and self-care can reduce stress.

## **Curriculum Organizers - Perception – Understanding Motivation**

*It is expected that students will:*

- Define motivation and emotion and discuss how they overlap.
- Describe how internal factors, external factors, and the interaction between these factors trigger hunger or eating behaviours.
- State the consequences of obesity, and describe the safest, most reliable method of weight loss. Differentiate between anorexia nervosa and bulimia; state the causes and risk factors for the development of these eating disorders.

## **Curriculum Organizers - Perception – Theories of Motivation**

*It is expected that students will:*

- Discuss the biological theories of motivation: instinct and drive-reduction.
- Discuss the psychosocial theories of motivation: incentive, cognitive, and Maslow's hierarchy of needs. Describe the cross-cultural research that seems to refute the sequential pursuit of Maslow's needs.

## **Unit 7: Personality**

**Time: 10 hrs.**

Students come to understand the major theories and approaches to personality in this important unit. Along with their induction to psychoanalytic, humanistic, cognitive, trait, and behaviouristic methodologies, the students will also come to know the major researchers, for example Sigmund Freud *et al.* Through their study in this unit, students will recognize the implications for their discernment of normal and abnormal personality, the assessment and models of personality development.

## **Curriculum Organizers – Personality Assessment**

*It is expected that students will:*

- Define personality and describe how interviews and observations are used to assess personality.
- List 2 multi-trait objective tests; briefly describe the characteristics of the MMPI/MMPI-2; and differentiate between vocational interest, aptitude, and achievement tests.
- Briefly describe the characteristics of the Rorschach inkblot test and the Thematic Apperception Test.
- Discuss the relative strengths and weaknesses of the 4 major methods of personality assessment.
- Discuss 3 logical fallacies that explain the widespread acceptance of "pseudo" personality tests.

### **Curriculum Organizers – Trait Theories**

*It is expected that students will:*

- Describe the evolution of the trait theories of personality from Allport to Cattell to Eysenck, ending with the 5-factor model.
- Discuss research findings regarding the 5-factor model of personality and 3 major criticisms regarding trait theories in general.

### **Curriculum Organizers – Psychoanalytic/Psychodynamic Theories**

*It is expected that students will:*

- Differentiate among Freud's three levels of consciousness.
- Define and discuss Freud's concept of the id, ego, and superego. Define and explain the role of the defense mechanisms employed by the ego.
- Discuss Freud's five stages of psychosexual development and the effects of successful or unsuccessful completion at each stage.
- Compare Freud's original theories to the approaches of the Neo-Freudians: Adler, Jung, and Horney

### **Curriculum Organizers – Humanistic Theories**

*It is expected that students will:*

- Discuss five major criticisms of psychoanalytic theories.
- Discuss humanistic theories of personality, comparing the approaches of Rogers and Maslow; state 3 major criticisms of humanistic theories.

### **Curriculum Organizers – Social/Cognitive Perspective**

*It is expected that students will:*

- Discuss social-cognitive theories of personality, comparing the approaches of Bandura and Rotter; state two strengths and two weaknesses of these theories.

### **Curriculum Organizers – Biological Theories**

*It is expected that students will:*

- Describe the role of brain structures, neurochemistry, and genetics advanced in biological theories of personality, and state how the interactionist approach to personality is blending views based on research findings.
- Describe how cultural variations in the concept of "self" affect the study of personality.

## **Unit 8: Social Psychology**

**Time: 10 hrs.**

The students will look at the formation of a wide range of behaviours in the way we relate to one another. Biological, environmental, and cultural factors affecting our social relationships will be explored. The focus in this unit will be on group interactions; how we are influenced by and are able to influence others. Discussion will provide an understanding of prejudice, discrimination, attraction and aggression.

### **Curriculum Organizers – Our Thoughts about Others**

*It is expected that students will:*

- Define social psychology, and describe the results of research on several commonsense statements regarding social interactions; briefly describe Milgram’s classic obedience study.
- Define attitude, and describe its three basic components.
- Using the three components of an attitude, differentiate between a stereotype, prejudice, and discrimination. Describe the four major sources of prejudice and discrimination: learning, cognitive processes, economic and political competition, and displaced aggression.

### **Curriculum Organizers – Our Feelings about Others**

*It is expected that students will:*

- Explain how cooperation, superordinate goals, and increased contact can reduce prejudice and discrimination.
- Describe the three key factors in interpersonal attraction: physical attractiveness, proximity, and similarity. Discuss cross-cultural and historical similarities and differences in physical attractiveness.
- Compare and contrast romantic and companionate love; discuss problems associated with romantic love.

### **Curriculum Organizers – Our Actions Towards Others**

*It is expected that students will:*

- Define conformity, and explain the three factors that contribute to this behaviour: normative social influence, informational social influence, and the role of reference groups.
- Define a group; define roles; describe the effect of roles on the behaviour of “prisoners and guards” in Zimbardo’s classic prison study.
- Discuss how group polarization and group-think affect group decision making.
- Define aggression, and explain the factors that contribute to its expression: instinct, genes, the brain and nervous system, substance abuse and other mental disorders, hormones and neurotransmitters, frustration, and cultural learning.
- Describe three approaches to controlling or eliminating aggression. Identify five misconceptions and controversies regarding juvenile aggression.

## **Unit 9: Psychological Disorders**

**Time: 10 hrs.**

In this unit the students will explore general issues related to psychological disorders and their treatment. The broad categories used by psychologists to group disorders will be defined and symptoms such as depression, anxiety, and hallucination will be researched in order to better understand disturbances in human behaviour. Treatments techniques may also be explored through discussion, research and project work.

### **Curriculum Organizers      Learning Outcomes**

**It is expected that students will be able to:**

- Origins and characteristics of psychological disorders      Investigate the characteristics of abnormal behaviour
- Examine how definitions of abnormality change across cultures and over time.
- Discuss how judgments of abnormality are affected by context.  
Identify criteria psychologists use to diagnose psychological disorders.

- Major categories of psychological disorders
- Discuss the major categories of psychological disorders.
- Discuss the major symptoms of and possible causes of anxiety and mood disorders.
- Identify symptoms and possible causes of dissociative, schizophrenia, and personality disorders.
- Understanding the impact of psychological disorders Evaluate the drawbacks and advantages of labelling psychological disorders.
- Discuss variables that influence vulnerability to mental illness
- Investigate the stigma associated with mental illness.
- Discuss efforts to promote greater understanding of psychological disorders
- Treatment methods for psychological disorders Differentiate among the different perspectives psychologists take to understand psychological disorders.
- Describe the various treatment techniques for those with psychological disorders.

### **Instructional Component:**

Teacher led discussion  
 LCD presentations  
 Research projects  
 Student demonstrations/presentations  
 Field Trips  
 Video  
 Group work  
 Debate  
 Journal responses

### **Assessment Component:**

- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

### **Summative Assessment:**

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

### **Learning Resources:**

•Textbooks *Thinking About Psychology* , (Charles T. Blair-Broeker, Randal M Ernst),2003

*Psychology in Action*, (Karen Huffman), 2001, 6<sup>th</sup> ed.

•Teacher reference *Psychology*, (David Meyers), 6<sup>th</sup>, 7<sup>th</sup> ed.

Study guides

Activities Handbook of Psychology, (Benjamin & Lowan) 1981

Scientific American Mind

Psychology Today

•Video Resources

Scientific American Frontiers Series

Nova Video Series

The Mind Series

The Brain Series

Discovering Psychology Series

•Multimedia resources

Overhead projector  
Television  
VCR/DVD player  
LCD Projector  
Computer with internet access

- Access to the Internet for research/resources

**Additional Information:**

This course has been offered in the school district since 2000 and has proven popular to approximately 100 students per year.